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ABSTRACT

Designed and programmed by the staff of the Courseware and Curriculum Applications (CCA) Group (a unit of the Computer-Based Education Research Laboratory at the University of Illinois at Urbana-Champaign), this instructor's guide describes a computer-based language arts curriculum intended to move adult and adolescent students performing at the fourth grade level to the eighth grade level. The guide offers a curriculum which emphasizes usage; grammatical terminology is minimized. The guide outlines a curriculum composed of eight units of instructional materials, drawing upon lessons that teach basic punctuation, parts of speech, vocabulary, synonyms/antonyms, subject-verb agreement, and proofreading skills. Each unit consists of a pretest, computer instruction, and a posttest. Each lesson in this guide gives the lesson's file name, authors, author affiliation, and objectives; describes the lesson and interactions; and notes the intended audience, completion time, and associated lessons. An appendix lists files. (SR)

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Instructor's Guide

CCA Basic Skills

LANGUAGE ARTS

Curriculum

Courseware & Curriculum Applications
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

April 1990

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INSTRUCTOR'S GUIDE TO THE CCA BASIC SKILLS LANGUAGE ARTS CURRICULUM

April 1990

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PREFACE

Description of Language Arts Curriculum

The *CCA Basic Skills Language Arts Curriculum* was designed and programmed by the staff of the Courseware & Curriculum Applications (CCA) Group, a unit of the Computer-based Education Research Laboratory (CERL), University of Illinois at Urbana-Champaign.

This curriculum is designed to move adult and adolescent students performing at the fourth grade level to the eighth grade level in those areas defined as "language arts" by the public school system. The emphasis is on usage; grammatical terminology is minimized. We feel that this curriculum is most effective when it is combined with the *CCA Basic Skills Reading Comprehension Curriculum*, also produced by CCA.

This curriculum is composed of eight units of instructional materials, drawing upon lessons that teach

- basic punctuation
- parts of speech
- vocabulary
- synonyns/antonyms
- subject-verb agreement
- proofreading skills

Each unit consists of a pretest, computer instruction, and a posttest. If students do not pass a pretest, they are assigned appropriate lessons targeted to their needs. Failing a posttest, students wait for teachers to assign or reassign work.

Rationale for the Language Arts Curriculum

Individualized instruction. These lessons are designed in such a way that the computer continually adjusts instruction to meet the needs of individual students. Feedback from students causes the program to judge whether more instruction on each rule is or is not necessary.

Mastery-based instruction. As students learn new rules and skills, they apply them to a wide range of contexts. The program is capable of generating hundreds of variations on each rule to ensure that students have whatever amount of practice they need to master each application. New items are generated until both short-term and long-term mastery are indicated. The result is that students have ample opportunity to generalize from the instruction. Thus there is greater likelihood that they will remember and apply the new rules and skills they have been taught.

Efficiency. The computer system manages the evaluation of pretests and posttests, keeps track of which exercises individual students need more practice with, and provides directions to students who are new to computer-based instruction. At the same time, students with a sound knowledge of how to work at the terminal may skip orientation that they do not need.

Invitation to Instructors and Students

We invite readers' comments and suggestions on this documentation and on the lessons in the *Instructor's Guide to the CCA Basic Skills Language Arts Curriculum.* You may be interested in other guides in the basic skills series, or in guides containing curricula for high school students:

Instructor's Guide to the CCA Basic Skills Reading Comprehenion Curriculum
Instructor's Guide to the CCA Basic Skills Mathematics Curriculum
Instructor's Guide to the CCA Basic Skills Spelling Curriculum
Instructor's Guide to the CCA High School Social Science Curricula:
U.S. Government, U.S. History, and Economics
Instructor's Guide to the CCA High School Science Curricula:
Earth Science, Biology, and Physical Science

Guides in press:

Instructor's Guide to the CCA High School Mathematics Curricula:
General Mathematics, Pre-Algebra, Algebra I, Algebra II, and Calculus
Instructor's Guide to the CCA High School English Curricula:
English I - III, Study Skills, and Thinking Skills

Acknowledgements

We express our appreciation to Dorothy O'Connell who edited the document at all stages of its production, and to Joan Phebus who formatted and printed this instructor's guide.

Unit 1

Overview

Objectives Students who master Unit 1 of the Basic Skills Language Arts Curriculum will learn to use specific irregular verbs, recognize subjects in sentences, understand comma rules, and improve their skills in subject-verb agreement. In particular, they will learn

- to use these irregular verbs: *bring, go, fly, do, see*, and *run*;
- to identify the subject of sentences as the word or phrase that tells *who* or *what*;
- to use commas correctly with dates, locations, parts of a letter, introductory adverbs, and direct address; and
- to know and use properly the singular and plural forms of these verbs: *do/does, has/have, go/goes, is/are*, and *was/were*.

Lessons

- *Irregular Verbs I*
- *Subject Recognition*
- *Comma Rules*
- *Subject-Verb Agreement I*

Lesson **Irregular Verbs I**

File *iverbs1*

Authors Dorothy Z. Silver
Lindsay P. Reichmann
Robert C. Dixon
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To teach students to distinguish between and correctly use the singular and plural forms of these six irregular verbs: *bring, go, fly, do, see*, and *run*.
- To teach students to distinguish among and correctly use the past, present, and past perfect forms of these six irregular verbs: *bring, go, fly, do, see*, and *run*.

Description This seven-part lesson teaches the use of the simple past and past participle forms of six irregular verbs: *bring, go fly, do, see*, and *run*. Some questions involve knowledge of the root form of each verb. While some distractors have been chosen because of widely used non-standard forms of the verb, such as *brang* and *brung* (see Figures 1 and 2), greater emphasis is on discrimination between simple past and participle forms.

Teaching is by inductive example, and the words *verb* and *tense* are not used. The participle form is taught as the word used with *have*, *has*, or *had*; the other form is then remembered as the simple past. This lesson assumes that most usage problems can be corrected, if students remember which form of the verb goes with *have* and which form does not.

Interaction

- Part of each lesson requires students to type in the correct form of the verb. Typing words helps students remember them.
- The review drills are multiple-choice. This format is faster than typing individual answers and similar to the format on standardized tests. A counter is kept on each word family; if students make more than three errors, they are automatically taken out of the review drill and put into the appropriate individual word drill. When students complete each reinforcement sequence as needed, they are returned to the review drill exactly where it was interrupted.
- Because the lesson teaches generalizations about how to use irregular verbs, missed items are not returned exactly as they appear the first time. Variations of items are returned for review, so that students learn the principles behind correct usage.

- Through the SYS 4 router, students enter this lesson in the review mode are taken directly to the mixed review drill. They practice individual word drills only if they miss items. The lesson keeps track of individual needs and automatically provides the appropriate drills.
- By pressing the HELP key, students call for a model of three sentences showing how to use each verb correctly. Three models appear randomly.
- If a student answers incorrectly in a drill, the correct answer is given, with additional feedback as appropriate.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Irregular Verbs I-V*

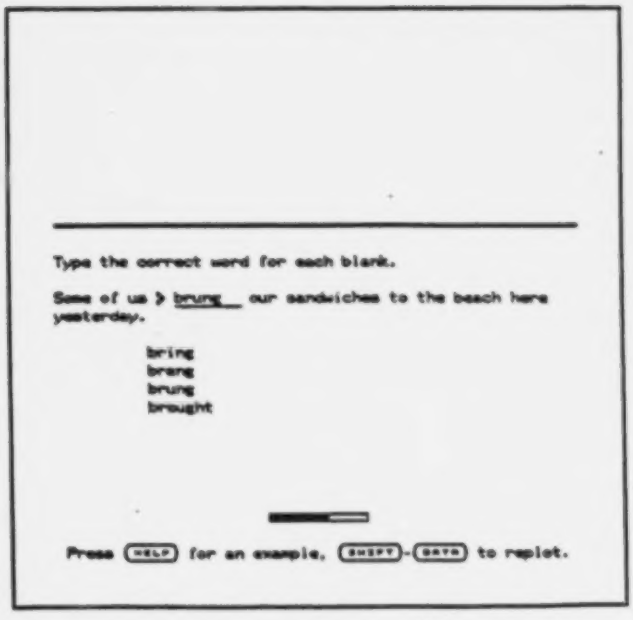
Type the correct word for each blank.
Some of us > brung our sandwiches to the beach here yesterday.
bring
brang
brung
brought
Press HELP for an example, SHIFT-DATA to replot.

Figure 1

Type the correct word for each blank.
Some of us brought our sandwiches to the beach here yesterday.
bring
brang
brung > No. Brung is not a form of bring.
brought > This is the correct answer.
Press HELP for an example, SHIFT-DATA to replot.

Figure 2

Lesson **Subject Recognition**

File *subjects*

Authors Robert C. Dixon
Peter K. Zelchenko
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objective To teach students to identify the subject of a sentence as the word or phrase that tells *who* or *what* is acting upon the verb.

Description This two-part lesson teaches students to identify the subjects of simple sentences and simple questions. The first part asks *who* and *what* questions. The second part of the lesson gives less help by merely asking for the subject.

The pool of subjects for sentences upon which the drill is based includes phrases with common nouns, proper nouns, and gerunds.

Interaction

- Students answer multiple-choice questions. When they give incorrect answers, the lesson shows them the correct answer and repeats the prompt, asking them to identify *who* or *what* in the sentence (see Figures 1 and 2). In the second part of the lesson, students must repeat the item until they give the correct answer.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Figure 1

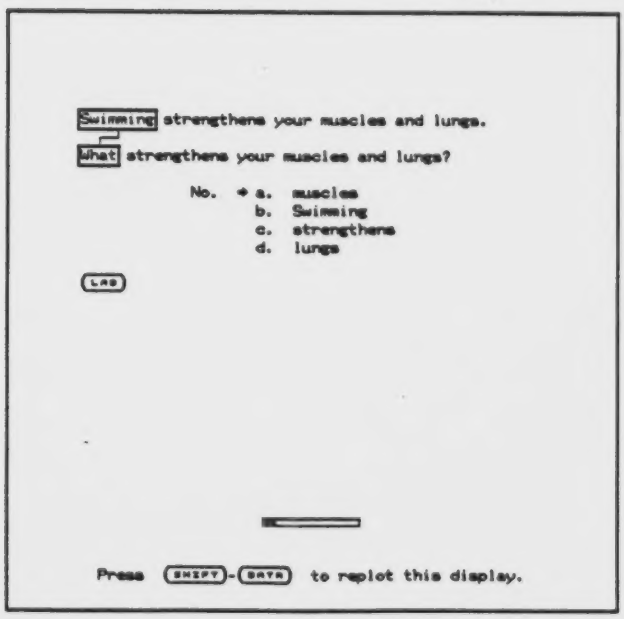

Figure 2

Lesson **Comma Rules**

File *commas*

Authors Elizabeth J. Shultz
Albert C. Liu
Robert C. Dixon
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To teach the use of commas in dates:
  January 23, 1989
  Wednesday, May 4, 1988
- To teach the use of the comma between the name of a city and its state:
  Springfield, Illinois
- To teach the use of the comma after a greeting in a personal letter:
  Dear Connie,
  Dear Mrs. Johnson,
- To teach the use of the comma after the closing of a personal letter:
  Sincerely,
- To teach the use of a comma after an introductory adverb in a sentence:
  Well, this should be a good report.
  Indeed, we have to finish before this evening.
- To teach the use of the comma after a noun of direct address:
  Sally, please open the door.

Description This three-part lesson teaches rules on comma usage. It presents each rule, follows the explanation with examples, and then reinforces and tests students' comprehension through drill.

The presentation of the rules is broken into two groups, so that students are not charged with learning all six rules at once (see Figure 1).

Interaction

- In the first drill for each rule, items have only one error to identify. In the consolidation drill, all of the rules are tested, and items have from zero to three comma errors.
- Students move the arrow key (see Figure 2) forward and backward between words to indicate where a comma goes. They press the comma key (,) to mark the correct location, and then press LAB to have their answer judged.

- Feedback for missed items will vary according to the type of mistake.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

There are situations where a COMMA should always be used.
Here are some examples:
Use a COMMA between the parts of a date.
January 18, 1942
Tuesday, February 14, 1981
Use a COMMA between a city and its state.
Kansas City, Kansas
Charleston, South Carolina
Use a COMMA after the greeting in a personal letter.
Dear Jim,
Dear Mr. Jones,
NEXT to practice
SHIFT-DATA to replot

Figure 1

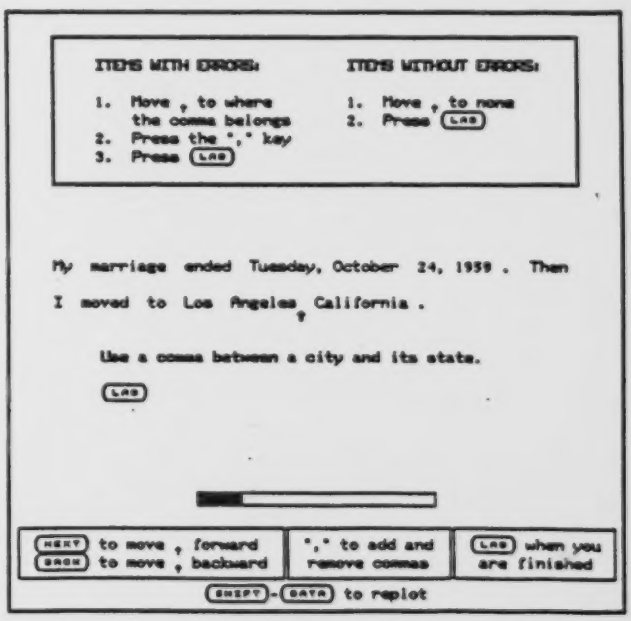
ITEMS WITH ERRORS:
1. Move , to where the comma belongs
2. Press the "," key
3. Press LAB
ITEMS WITHOUT ERRORS:
1. Move , to none
2. Press LAB
My marriage ended Tuesday, October 24, 1939 . Then I moved to Los Angeles, California .
Use a comma between a city and its state.
LAB
NEXT to move , forward
BACK to move , backward
"," to add and remove commas
LAB when you are finished
SHIFT-DATA to replot

Figure 2

Lesson **Subject-Verb Agreement I**

File *svagree1*

Authors Elizabeth J. Shultz
David A. Fuller
Robert C. Dixon
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To teach students to recognize the singular and plural forms of these verb pairs: *do/does, has/have, go/goes, is/are*, and *was/were*.
- To reinforce students' understanding that *he*, *she*, and *it* take one form of the verb, and that *we* and *they* take another.

Description This seven-part lesson covers five verb pairs: *do/does, has/have, go/goes, is/are*, and *was/were*.

The first part of the lesson presents tutorial drills on correct usage for each verb pair (see Figure 1). The last two parts of the lesson are consolidation drills.

Interaction

- An incorrect response triggers up to four levels of feedback and tutorials. The first level is simply "try again." The second level includes showing the target sentence in its corrected form (see Figure 2). The third level automatically marks the student's place in the lesson and branches to an extra tutorial lesson for a short, concentrated drill on the missed verb-pair. The fourth level repeats the initial tutorial and then continues with a concentrated drill. After the feedback mechanism is completed, the lesson returns to the consolidation drill.
- This drill asks students to type answers to questions from a set of choices. Typing words helps students remember them.
- If students miss an item, similar (but not identical) items recur at intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Subject-Verb Agreement I-III*

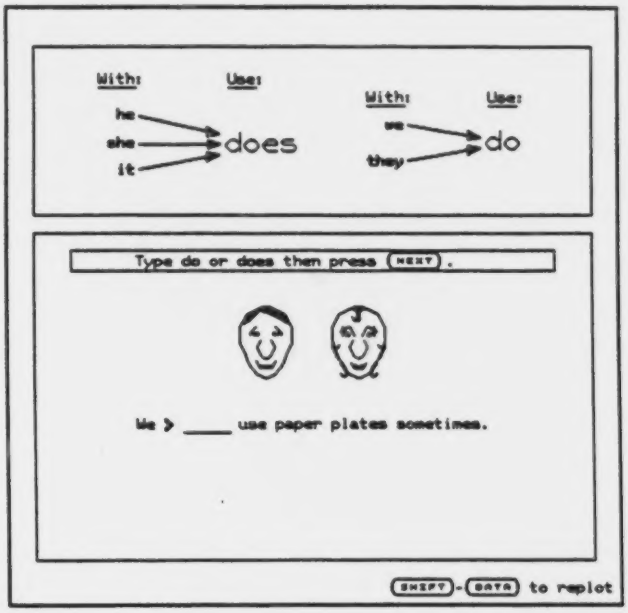

Figure 1

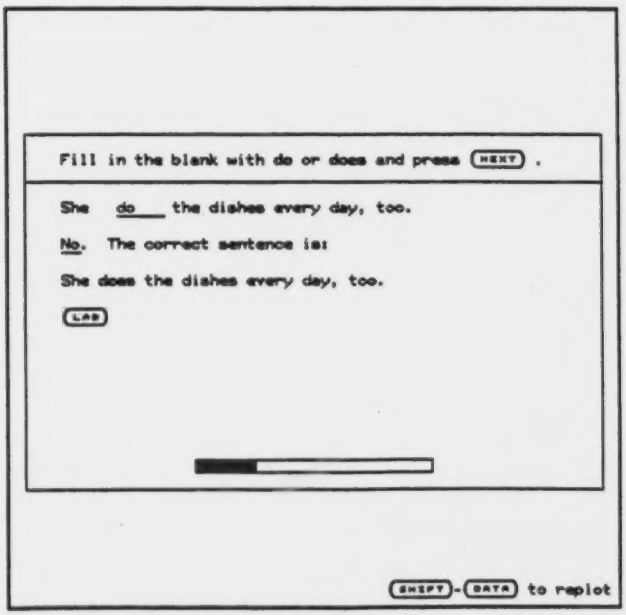
Fill in the blank with do or does and press NEXT .
She do the dishes every day, too.
No. The correct sentence is:
She does the dishes every day, too.
LAB
SHIFT - DATA to replot

Figure 2

Unit 2

Overview

Objectives Students who master Unit 2 of the Basic Skills Language Arts Curriculum will know how to use contractions, will recognize double negatives and use negatives correctly, and will be able to identify simple action verbs in a sentence. In particular, they will learn

- to form common contractions and to expand contracted forms;
- to correctly use these negative words in clauses and sentences: (1) *not, nobody, never, nothing, none, cannot, nowhere*, and *no*; (2) *barely, scarcely*, and *hardly*; and (3) *can't, won't, don't, couldn't, haven't, isn't*, and *shouldn't*.
- to identify simple action verbs in a sentence.

Lessons

- *Contractions*
- *Double Negatives*
- *Verb Recognition I*

Lesson **Contractions**

File *conts*

Authors John B. Gilpin
J. Michael Felty
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objective To teach students to read and write certain common contractions.

Description This lesson provides practice with contractions. Students will be familiar with most of these forms and may use the lesson as a remedial spelling lesson on expanded and contracted forms.

Most contractions based on *not* (such as *isn't, can't, won't*) are covered. Forms based on *is, are, have, will*, and *would* (such as *he's, we're, they've, I'll, she'd*) are practiced. In addition, students work with *I'm* and *let's*.

Students practice using *it's, you're, they're*, and *who's*, which can be confused with the possessives, *its, your, their*, and *whose*.

Not covered are ambiguous forms such as these:

What's he do?	(*What does* he do?)
What's he done?	(*What has* he done?)
What's he doing?	(*What is* he doing?)
Who'd you call?	(*Who would* you call?)
Who'd been called?	(*Who had* been called?)
Who'd call now?	(*Who would* call now?

Also not covered are usage errors involving *hadn't ought, could of*, and number confusion with *don't/doesn't* choices.

In the course of the lesson, the terms "apostrophe" and "contraction" are introduced but not practiced, and students learn how to type an apostrophe.

Interaction

- There are five parts to the lesson; each part must be completed before the next can be entered. The number of errors made in each part is displayed, and the student may re-enter any completed part for further practice.
- Part 1 asks students to expand simple forms such as *isn't* and *we'll*, first in sentence context and later in isolation.

- Part 2 prompts students to contract the same families of words from expanded to contracted forms, again first in sentence context and then in isolation.
- Part 3 introduces expansion and contraction of forms such as *he's* and *you're*, and Part 4 covers words like *I've* and *he'd*. Both parts also do some review and introduce some special forms.
- Part 5 provides overall review and consolidation, reinforcing each rule and each important special form covered in earlier parts.
- In the drill portion of each part, a progress bar shows the student how many items are in the drill and how many he has answered correctly.
- When an error is made, the correct response is prompted, and the item is saved for another presentation at the end of the drill.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

SHIFT-DATA to replot
Here are two NEW sentences. Fill in the blank.
We didn't know what to expect.
We did not know what to expect.

Figure 1

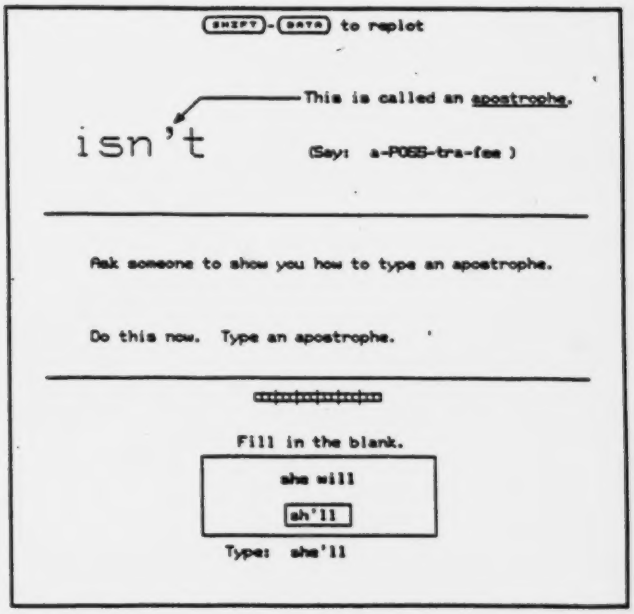

Figure 2

Lesson **Double Negatives**

File *negative*

Authors Julie Garrard
J. Michael Felty
Robert C. Dixon
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To recognize negative words.
- To use only one negative word per clause.

Description This six-part lesson helps students eliminate the use of double negatives.

First, students learn to recognize these negative words: *not, nobody, no, never, nothing, none, nowhere*, and *cannot* initially with the word list present, and then without the list. Next, they learn to use only one negative word per basic sentence.

Then, students learn to recognize these negative words: *barely, scarcely*, and *hardly*. This session requires students to first identify the incorrect sentence from a field of four, and then, to underline the negative words that are used incorrectly.

Then, students learn these negative contractions: *can't, won't, don't, couldn't, haven't, isn't*, and *shouldn't*, and practice recognizing them in sentences.

Finally, students enter a consolidation drill, identifying incorrect sentences that use more than one negative word.

Interaction

- Students initially learn to recognize negative words through a highly-prompted drill format that requires recognizing five randomly selected negative words in a row, first with the word list present, and then without the list.
- A second format calls for the selection of the *incorrect* sentence from four choices. This choice-response proofreading format corresponds with students' need to carefully proofread their own writing (see Figures 1 and 2).
- A third format asks students to underline the negative words in a sentence after identifying which sentence contains an error.
- Students mark errors by using the NEXT key to choose words to underline, by marking the words by pressing *m*, and by then pressing LAB to have their answers judged.

- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

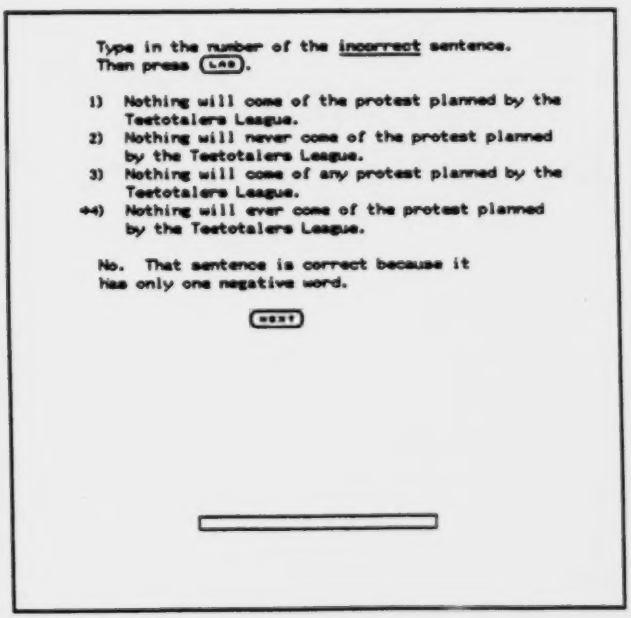
Type in the number of the incorrect sentence.
Then press LAB.
1) Nothing will come of the protest planned by the Teetotalers League.
2) Nothing will never come of the protest planned by the Teetotalers League.
3) Nothing will come of any protest planned by the Teetotalers League.
*4) Nothing will ever come of the protest planned by the Teetotalers League.
No. That sentence is correct because it has only one negative word.
NEXT

Figure 1

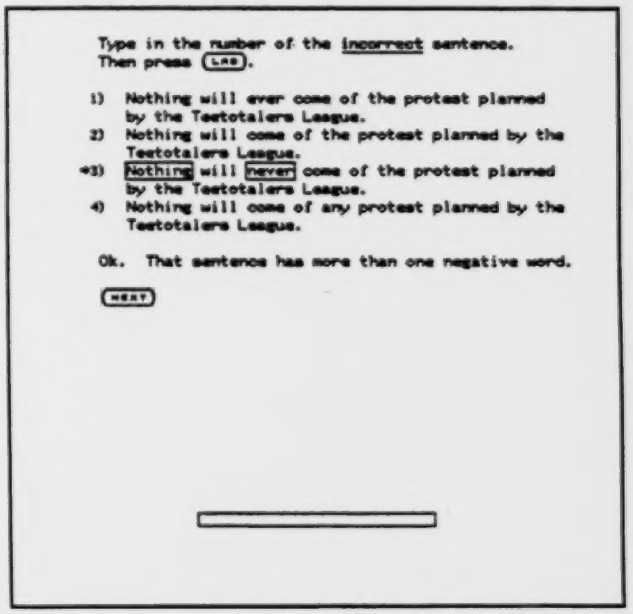
Type in the number of the incorrect sentence.
Then press LAB.
1) Nothing will ever come of the protest planned by the Teetotalers League.
2) Nothing will come of the protest planned by the Teetotalers League.
*3) Nothing will never come of the protest planned by the Teetotalers League.
4) Nothing will come of any protest planned by the Teetotalers League.
Ok. That sentence has more than one negative word.
NEXT

Figure 2

Lesson **Verb Recognition I**

File *verbs1*

Authors Robert C. Dixon
Peter K. Zelchenko
Martin A. Siegel

Author Affiliation Courseware & Curriculum Applications (CCA) Group
University of Illinois at Urbana-Champaign

Objectives

- To learn the definition of *simple action verb.*
- To identify simple action verbs in simple sentences.

Description This three-part lesson teaches recognition of simple action verbs in simple sentences. A multiple-choice drill follows and permits students to practice what they have been taught.

Interaction

- Students are given positive reinforcement for correct answers.
- Feedback for incorrect answers graphically displays the relationship between the verb in the target sentence and the question being asked (see Figures 1 and 2).
- Students must answer items correctly on their first response for the answer to be counted as correct.
- In review drills, students choose answers from a multiple-choice format. Choosing the letter of an answer is both faster and more like formats on standardized tests.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Verb Recognition I-III*

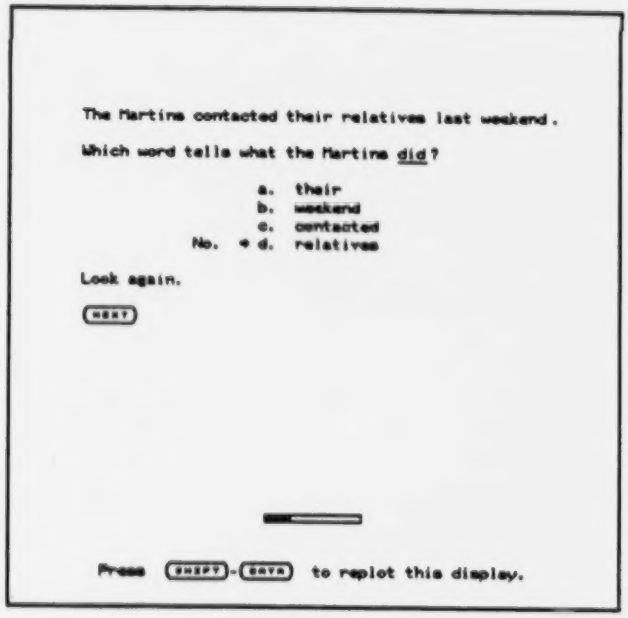

Figure 1

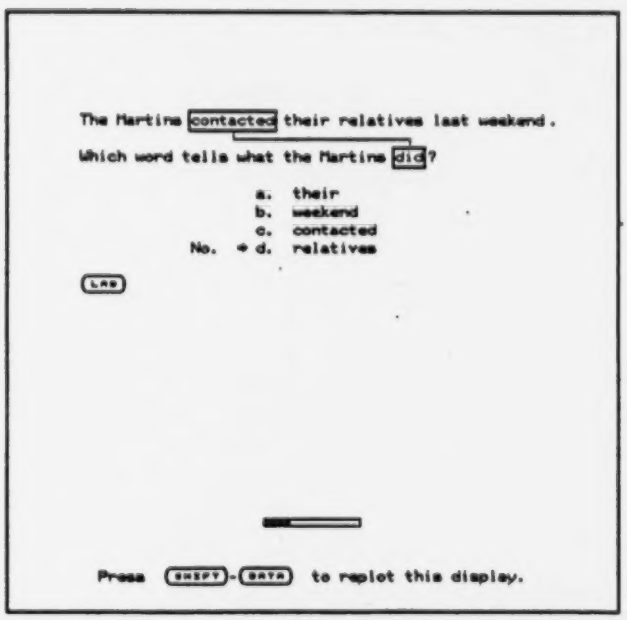

Figure 2

Unit 3

Overview

Objectives Students who master Unit 3 of the Basic Skills Language Arts Curriculum will learn to use specific irregular verbs, to use specific capitalization conventions, to improve their skills in subject-verb agreement, and to increase their vocabulary. In particular, they will learn

- to use these irregular verbs: *ring*, *drink*, *swim*, and *begins*;
- to know and use correctly the capitalization rules for *days of the week*, *months*, *official holidays*, *first words in sentences*, and *proper nouns that are names of places*;
- to know and use properly use the singular and plural forms of such verbs as *fly/flies* and *heighten/heightens*; and
- to increase their vocabulary through knowledge of these words and their related forms: *employ*, *inform*, *amuse*, *segregate*, *govern*, *intimidate*, *modify*, *describe*, *aspire*, and *disrupt*.

Lessons

- *Irregular Verbs II*
- *Capitalization I*
- *Subject-Verb Agreement II*
- *Wordstudy I*

Lesson **Irregular Verbs II**

File *iverbs2*

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Objectives

- To distinguish between and use correctly the singular and plural forms of these four irregular verbs: *ring*, *drink*, *swim*, and *begin*.
- To correctly use the past, present, and past perfect forms of these irregular verbs: *ring*, *drink*, *swim*, and *begin*.

Description

This lesson teaches the use of the simple past and past participle forms of four irregular verbs: *ring*, *drink*, *swim*, and *begin*. Some questions involve knowledge of the root form of each verb. Emphasis is on discrimination between simple past and participle forms.

Teaching is by inductive example, and the words *verb* and *tense* are not used. The participle form is taught as the word used with *have*, *has*, or *had*; the other form is then remembered as the simple past. This lesson assumes that most usage problems can be corrected, if students remember which form of the verb goes with *have* and which form does not.

The two words the student most often missed in previous *Irregular Verbs* lessons are incorporated in the review drill. If the student did not miss any items previously, or did not work in the *Irregular Verbs* series, then, the two most-missed items by all students to-date will be added to the test.

Interaction

- Students enter this lesson in the review mode and are taken directly to the mixed review drill (see Figure 1). If they make more than three errors on the same word family, they are taken to a practice drill on the forms of that particular word group (see Figure 2).
- When students complete each teaching sequence, they are returned to the review drill exactly where it was interrupted.
- The review drills are multiple-choice. The instruction segments require typing.

- Because the lesson teaches generalizations about how to use irregular verbs, variations of items are returned for review, so that students learn the principles behind correct usage.
- In the tutorial drill, by pressing the HELP key, students call for a model of three sentences showing how to use each verb correctly. (This is not available during the review drill.)
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Irregular Verbs I-V*

Type the number of the correct word for each blank.
They just _____ the school bell.
1) rang
2) ring
3) ringed
4) rung
Press SHIFT-DATA to replot.

Figure 1

Look at the forms of ring used in these sentences:
Please ring the bell.
I rang the bell a moment ago.
I have rung the bell four times already.
Notice that rung is the form used with have, had, or has.
Type the correct word for each blank.
The telephone had > _____ at 5:## pm.
ring
ringed
rang
rung
Press SHIFT-DATA to replot.

Figure 2

Lesson **Capitalization I**

File *caps1*

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Objectives

- To teach students correct capitalization conventions for *days of the week, months, official holidays*, and *first words in sentences.*
- To teach students correct capitalization conventions for *names of cities, states*, and *countries.*

Description This three-part lesson teaches correct use of capital letters.

Interaction

- Students learn by correcting errors in sentences after they have been given a brief tutorial on capitalization.
- In the consolidation drill at the end, all of the rules are reviewed, and sentences to be corrected each contain between zero and three errors.
- Students answer by using the NEXT key to choose words to capitalize, pressing *c* to toggle the capitalization on or off, and then pressing LAB to have their answers judged (see Figures 1 and 2).
- Feedback for missed items will vary according to the type of mistake. Students are allowed two tries before being led to the correct answer.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Capitalization I-III*

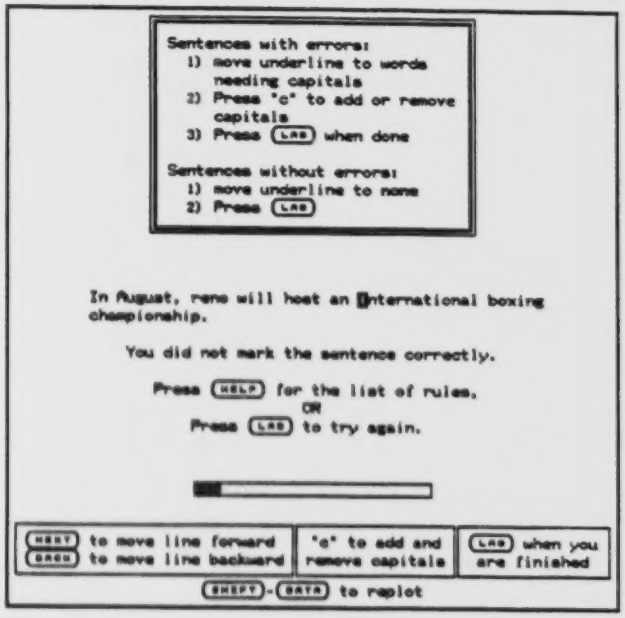
Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
In August, reno will host an international boxing championship.
You did not mark the sentence correctly.
Press HELP for the list of rules.
OR
Press LAB to try again.
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 1

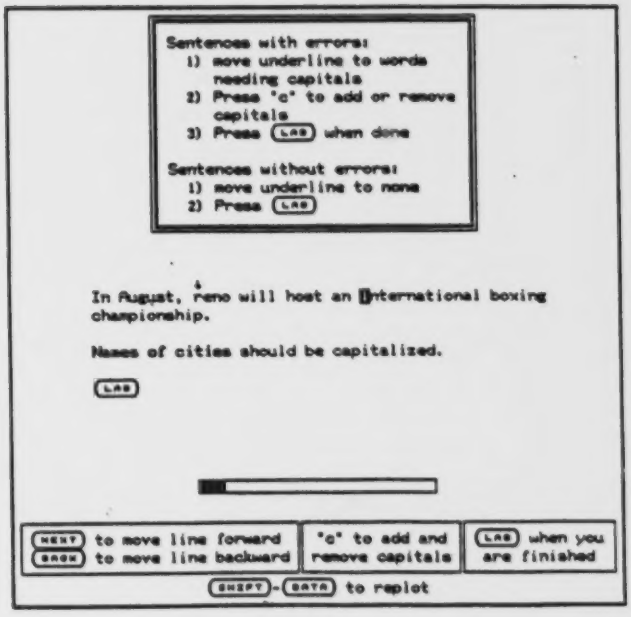
Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
In August, reno will host an international boxing championship.
Names of cities should be capitalized.
LAB
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 2

Lesson **Subject-Verb Agreement II**

File *svagree2*

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Prerequisites Students should complete *Subject-Verb Agreement I* before they do this lesson.

Objectives

- To teach correct use of singular and plural forms of verbs in sentences.
- To reinforce students' understanding that *he*, *she*, and *it* take one form of the verb, and that *we* and *they* take another.

Description This lesson supposes that students have completed *Subject-Verb Agreement I*, in which directions are given for distinguishing between singular and plural forms of the verb.

This seven-part lesson teaches subject/verb agreement using such verb pairs as *fly/flies*, *irritate/irritates*, and *heighten/heightens* (see Figures 1 and 2).

Interaction

- Students go through an introduction and two drill sets.
- A proficiency test midway through the lesson consists of 10 items. Feedback on the number of correct responses is not given until the test is completed. If students get all 10 items correct, they are done with the lesson. If they did not do well, they are shown the correct answers. Then, they must complete two more drills before completing the lesson.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Subject-Verb Agreement I-III*

Type irritate or irritates in the blank.
Joan whistles to herself while working.
She really) irritate those working nearby.
SHIFT - DATA to replot

Figure 1

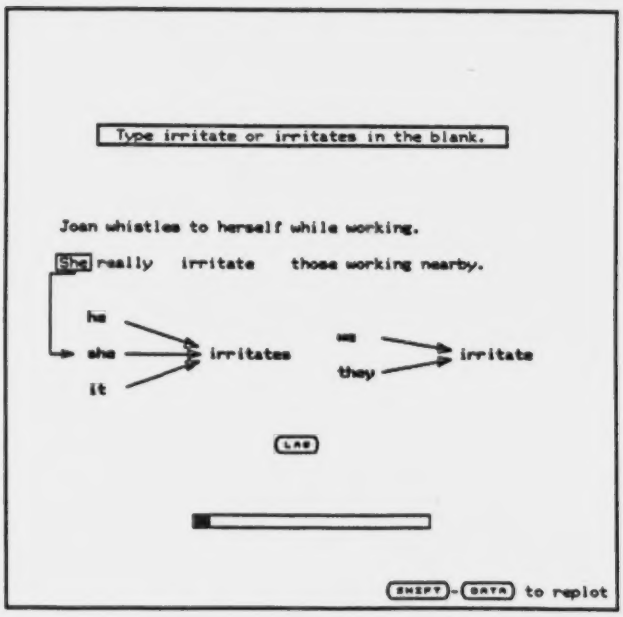

Figure 2

Lesson **Wordstudy I**

File *voc*

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Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary through learning and using these new words and their related forms: *employ, inform, amuse, segregate, govern, intimidate, modify, describe, aspire*, and *disrupt*.
- To distinguish between verbs and nouns.

Description This is the first of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words.

These carefully designed lessons are based on extensive analysis of more than 43,000 items (verbs and their related nouns and adjectives). This thorough study reveals that there are only 11 different noun forms with underlying verb forms. As students learn examples from each of the 11 catagories or clusters, they are better able to generalize and apply the principles to other instances of the same pattern.

The 11 clusters are characterized by these endings:

-ment	(advertise, advertisement; employ, employment)
-ion, -tion	(adopt, adoption; attend, attention)
-ation, -ition, -cation	(imagine, imagination)
-ance, -ence	(insure, insurance; excel, excellence)
-t	(complain, complaint; think, thought)
-er, -or, -ar, -ist, -ant, -ent	(invent, inventor)
-al	(refuse, refusal)
-ure, -ture, -ature	(depart, departure; mix mixture)
-y, -ery, -ary	(discover, discovery)
-age	(pack, package; wreck, wreckage)
-ing	(build, building)

To make the material easier for students to remember, nouns and adjective forms are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

The word list for this series of vocabulary lessons was chosen according to the following criteria:

Can the word be used at an appropriate grade level? (If possible, the word should be defined at a lower level word; thus, a 6th grade word would be defined in 4th grade or lower terms.)

Can the word be simply and clearly defined?

Does the word follow regular spelling rules? (When it is analyzed in terms of how the noun and adjective are derived from the verb form, does it follow a simple pattern?)

Can many sample sentences be generated using that word?

These lessons are based on 268 verbs, nouns, and adjectives chosen for this teaching series. Sixteen formats were designed and programmed on the computer. The formats include teaching the concepts of what verbs, nouns, and adjectives are. Once the pattern or rule is taught, students practice what they need to know to master other words that follow the same pattern.

There are 10 lessons within each of the six *Wordstudy* groupings, for a total of 60 lessons. They teach over 100 new words and their various forms. Altogether, this series represents about 25 hours of instruction. Since students see more items or fewer items depending on their need for practice, completion times are only estimates.

If students leave the lesson, they will return to the beginning of the section they were working on.

Interaction

The sequence of instruction for the *Wordstudy I* lessons is described below:

- Students are introduced to new verbs in a format designed to ensure their attention to the word and its spelling. They first type the word while the model is present (see Figure 1); then, they type the word without the model present (see Figure 2).
- Next the definition is introduced (see Figure 3).
- Students learn how the verb and its definition are related (see Figures 4 and 5).
- More examples are presented showing how the word is used in a sentence (see Figures 6 and 7).
- Then, students are asked to select the meaning of the verb in a multiple-choice drill (see Figure 8).
- Students are next asked to paraphrase a given sentence by typing in a similar form of the target word (see Figure 9).
- The next step requires that students learn various forms of the verb (e.g., *informs, informing*, and *informing* (see Figures 10 and 11).
- The noun form of the verb is introduced (e.g., *employment*).
- If students correctly type the noun form, the word is flashed in the sentence above it, and students proceed to the next item. If students choose an incorrect form, a corrective feedback is presented (see Figure 12).

Intended Audience

Adolescent and adult learners

Completion Time

Self-paced. Students should expect to spend 20 to 30 minutes on each of the 10 lessons within *Wordstudy I*, a total of several hours for completion.

Associated Lessons

Wordstudy I-VI

Figure 1

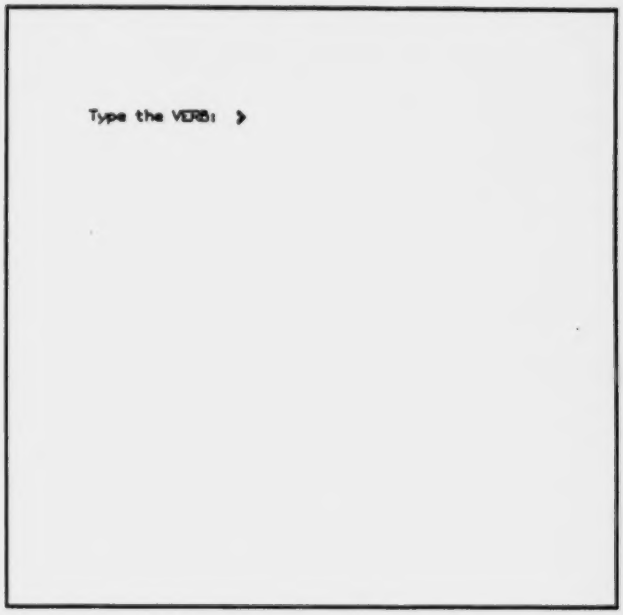

Figure 2

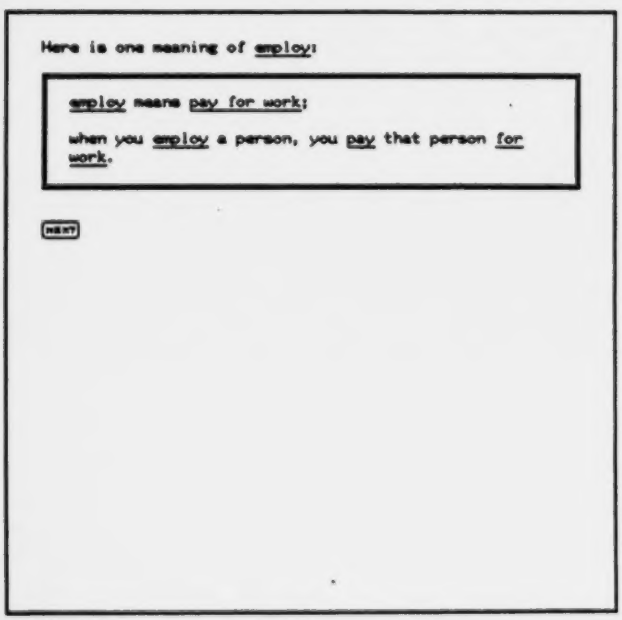

Figure 3

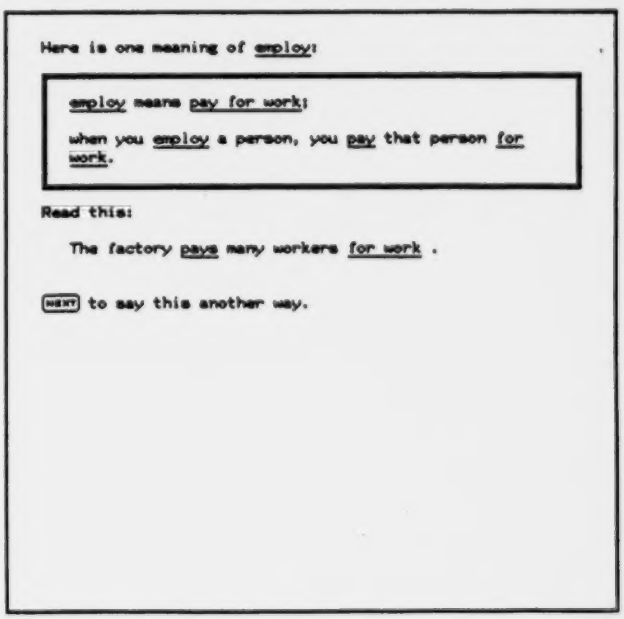
Here is one meaning of employ:
employ means pay for work;
when you employ a person, you pay that person for work.
Read this:
The factory pays many workers for work .
NEXT to say this another way.

Figure 4

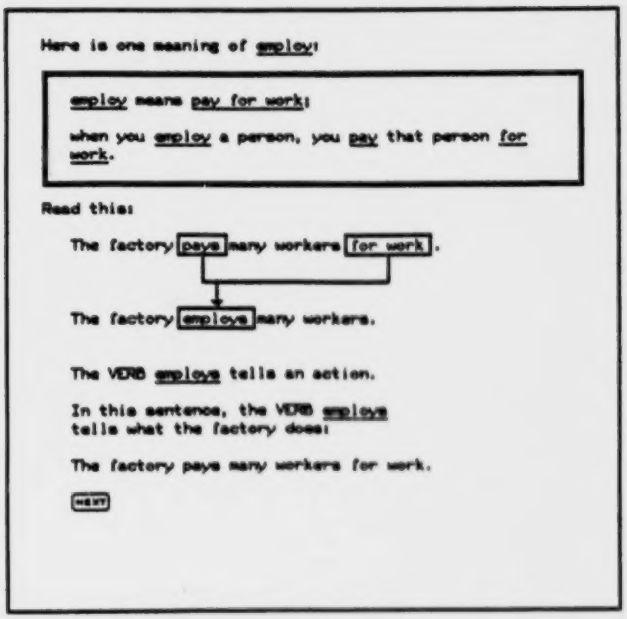
Here is one meaning of employ:
employ means pay for work:
when you employ a person, you pay that person for work.
Read this:
The factory pays many workers for work.
The factory employs many workers.
The VERB employs tells an action.
In this sentence, the VERB employs tells what the factory does:
The factory pays many workers for work.
NEXT

Figure 5

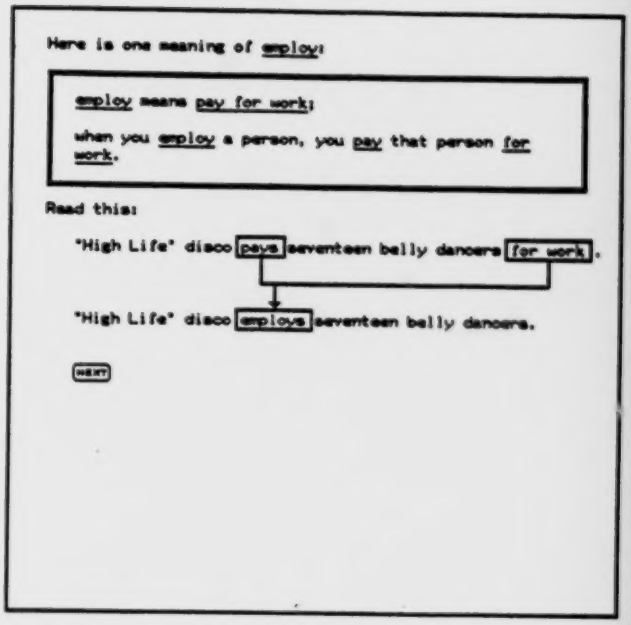
Here is one meaning of employ:
employ means pay for work:
when you employ a person, you pay that person for work.
Read this:
"High Life" disco pays seventeen belly dancers for work.
"High Life" disco employs seventeen belly dancers.
NEXT

Figure 6

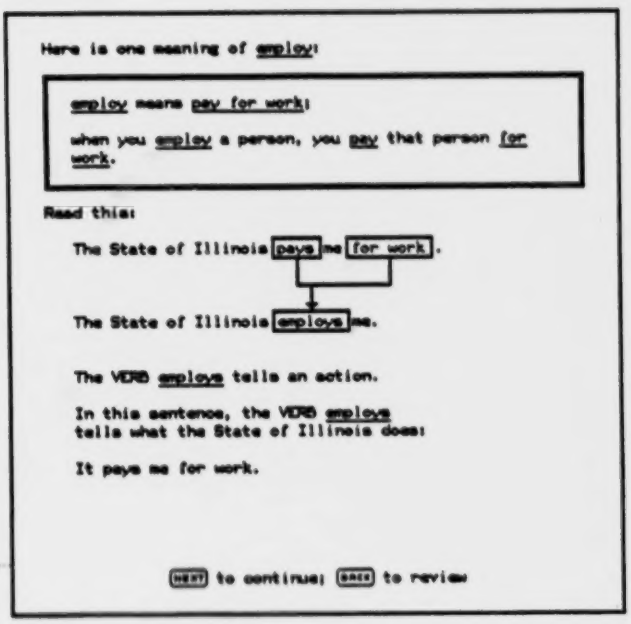
Here is one meaning of employ:
employ means pay for work:
when you employ a person, you pay that person for work.
Read this:
The State of Illinois pays me for work.
The State of Illinois employs me.
The VERB employs tells an action.
In this sentence, the VERB employs tells what the State of Illinois does:
It pays me for work.
NEXT to continue; BACK to review

Figure 7

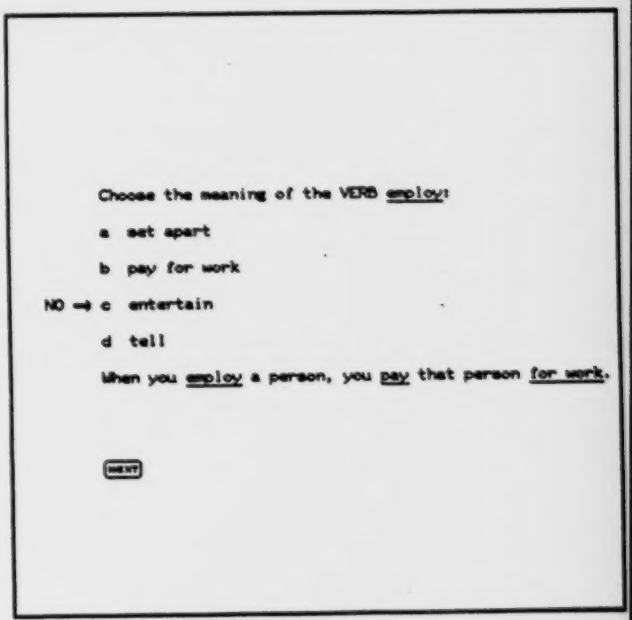
Choose the meaning of the VERB employ:
a set apart
b pay for work
NO → c entertain
d tell
When you employ a person, you pay that person for work.
NEXT

Figure 8

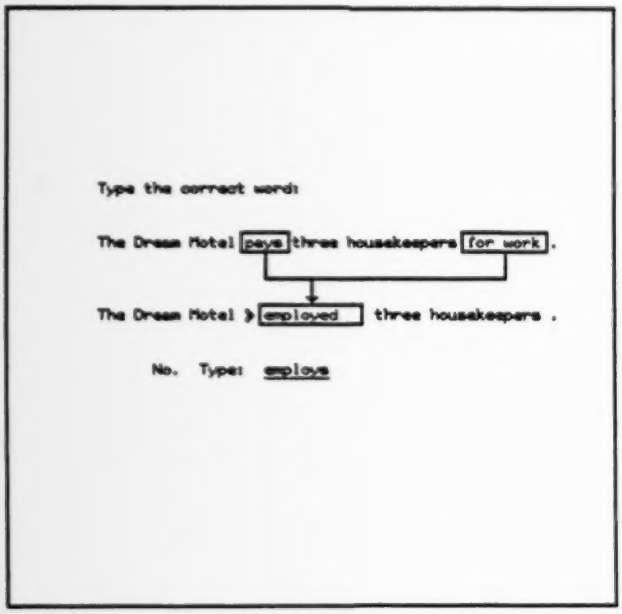
Type the correct word:
The Dream Motel pays three housekeepers for work.
The Dream Motel employed three housekeepers .
No. Type: employe

Figure 9

Sometimes the VERB inform can have different forms (or endings):
inform + s ⇒ informs
This week Nurse Malone informs the men about first aid.
inform + ing ⇒ informing
This week Nurse Malone is informing the men about first aid.
inform + ed ⇒ informed
Last week Nurse Malone informed the men about first aid.
NEXT

Figure 10

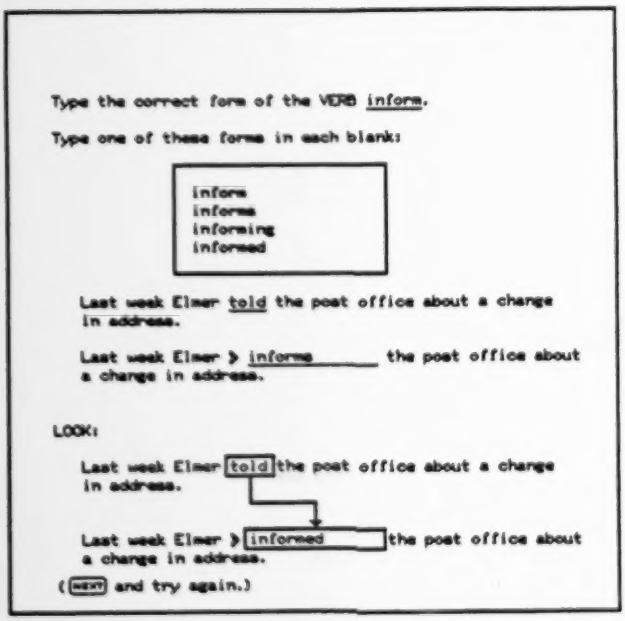
Type the correct form of the VERB inform.
Type one of these forms in each blank:
inform
informs
informing
informed
Last week Elmer told the post office about a change in address.
Last week Elmer informs the post office about a change in address.
LOOK:
Last week Elmer told the post office about a change in address.
Last week Elmer informed the post office about a change in address.
(NEXT and try again.)

Figure 11

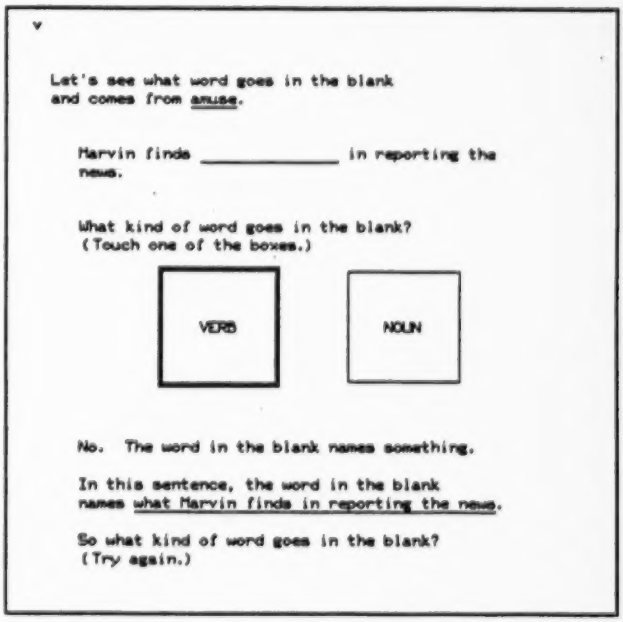
Let's see what word goes in the blank and comes from amuse.
Marvin finds _____ in reporting the news.
What kind of word goes in the blank?
(Touch one of the boxes.)
VERB
NOUN
No. The word in the blank names something.
In this sentence, the word in the blank names what Marvin finds in reporting the news.
So what kind of word goes in the blank?
(Try again.)

Figure 12

Unit 4

Overview

Objectives Students who master Unit 4 of the Basic Skills Language Arts Curriculum will learn to use specific irregular verbs, to use the nominative and objective cases of pronouns, to improve their skills in subject-verb agreement, to understand the concept *synonym* and to choose synonyms for specific common words, and to increase their vocabulary. In particular, they will learn

- to use these irregular verbs: *speak, drive, write*, and *give*;
- to identify and use the nominative and objective cases of pronouns with compound subjects and objects;
- to identify *simple action verbs, to be verbs*, and other *linking verbs* in sentences;
- to understand the concept *synonym* and to match such synonyms as *scared/afraid, pity/sympathy, fight/argue*, and *construct/build*; and
- to increase their vocabulary through knowledge of these words and their related forms: *define, calculate, admire, substitute*, and *select*.

Lessons

- *Irregular Verbs I*
- *Subject Recognition*
- *Comma Rules*
- *Subject-Verb Agreement I*
- *Wordstudy II*

Lesson **Irregular Verbs III**

File *iverbs3*

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Objectives

- To distinguish between and use correctly the singular and plural forms of these four irregular verbs: *speak, drive, write*, and *give*.
- To use correctly the past, present, and past perfect forms of these four irregular verbs: *speak, drive, write*, and *give*.

Description

This lesson teaches the use of the simple past and past participle forms of four irregular verbs: *speak, drive, write*, and *give*. Some questions involve knowledge of the root form of each verb. Emphasis is on discrimination between simple past and participle forms.

Teaching is by inductive example, and the words *verb* and *tense* are not used. The participle form is taught as the word used with *have*, *has*, or *had*; the other form is then remembered as the simple past. This lesson assumes that most usage problems can be corrected, if students remember which form of the verb goes with *have* and which form does not (see Figure 1).

The two most-missed items from previous *Irregular Verbs* sessions will be added to the review drill. If the student has not worked in *Irregular Verbs* before, then the two most-missed verbs by all students will be included.

Interaction

- Students enter this lesson in the review mode and are taken directly to the mixed review drill. If they make more than three errors on the same word family, they are taken to a practice drill on the forms of that particular word group.
- When students complete each teaching sequence, they are returned to the review drill exactly where it was interrupted.
- The review drills are multiple-choice. The instruction segments require typing.
- Because the lesson teaches generalizations about how to use irregular verbs, variations of items are returned for review, so that students learn the principles behind correct usage.

- By pressing the HELP key, students call for a model of three sentences (see Figure 2) showing how to use each verb correctly. One of three models randomly appears. (This is not available during the review drill.)
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Irregular Verbs I-V*

Type the correct word for each blank.
Have the men given a party several times before?
give
gived
gave = No.
given = This is the correct answer.
Given is the form used with have, had, or has.
LAB
Press HELP for an example, SHIFT-DATA to replot.

Figure 1

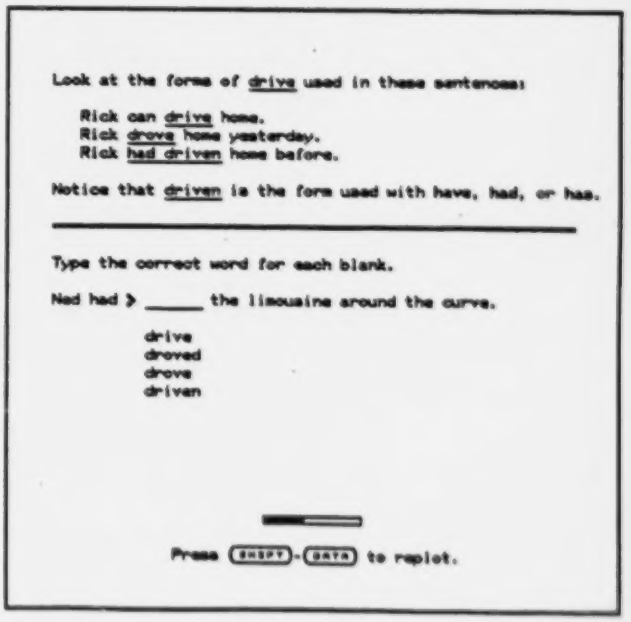
Look at the forms of drive used in these sentences:
Rick can drive home.
Rick drove home yesterday.
Rick had driven home before.
Notice that driven is the form used with have, had, or has.
Type the correct word for each blank.
Had had > _____ the limousine around the curve.
drive
droved
drove
driven
Press SHIFT-DATA to replot.

Figure 2

Lesson **Pronoun Case**

File *procase*

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Objectives

- To use the nominative and objective cases of pronouns correctly in sentences with compound subjects and objects.
- To use the nominative and objective cases of pronouns correctly in sentences with *we/us* immediately followed by a subject or an object.

Description This four-part lesson teaches students when to use the nominative or objective case for pronouns in two kinds of grammatical constructions.

First, in cases of a compound subject or object, students are shown how to *take the compound structure apart* in order to examine each choice separately and in order to choose the correct word (see Figure 1, an example of helping students make a *she/her* choice in a sentence).

Second, the student is shown how to *eliminate nonessential subjects or objects* in order to determine the correct use of the pronouns *we* and *us* (see Figure 2).

Interaction

- Students are shown examples of the correct forms to use in model sentences. (The terms *nominative* and *objective* are not used, although noun and pronoun are used.)
- Students practice choosing the correct form in similar (but not identical) sentences.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

'She' is the correct choice in
the simpler sentence.
NEXT
1. Marsha spent the whole weekend with us.
2. (She/Her) and I always have a good time.
(She/Her) always has a good time.
I always have a good time.
SHIFT-DATA to replot

Figure 1

Read this sentence:
Some of (we/us) soldiers don't like war.
Choices between we and us aren't too
hard to make if we remove the word
following we or us:
Some of us don't like war.
NEXT
SHIFT-DATA to replot

Figure 2

Lesson **Verb Recognition II**

File *verbs2*

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Prerequisites Students may wish to complete *Verb Recognition I* before starting this lesson.

Objectives

- To review simple action verbs in a sentence.
- To recognize *to be* verbs in a sentence.
- To recognize *linking verbs* other than *be* (e.g., smell, feel, etc.) in a sentence.

Description This five-part lesson is a continuation of *Verb Recognition I*. It reviews recognition of simple action verbs, and then helps students recognize the linking verb *be* in various forms. The lesson also deals with substituting *be* verbs for other linking verbs (see Figure 1).

Interaction

- Incorrect answers trigger a prompt noting the relationship between the incorrect word and what it tells in the sentence. Then the student chooses again (see Figure 2).
- Students must answer items correctly on their first response for the answer to be counted as correct.
- In the tutorial, students must type their answers. In review drills, students choose answers from a multiple-choice format.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Verb Recognition I-III*

Replace the underlined word with a form of be.
Those old vegetables smell awful.
was
Try another form of be.
LAB
SHIFT - DATA to replot

Figure 1

The Governor signed a new bill.
What is the verb in this sentence?
a. signed
b. Governor
c. new
No. → d. bill
The verb tells what the Governor has done.
Try again. LAB
SHIFT - DATA to replot

Figure 2

Lesson **Synonyms I**

File *synon1*

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Objectives

- To define the term *synonym.*
- To give students practice in choosing synonyms for common words such as *scared/afraid, pity/sympathy, fight/argue,* and *construct/build.*

Description *Synonyms I* is the first in a series of five lessons on synonyms and antonyms. This lesson provides drill on 26 pairs of synonyms.

There are four sessions of eight items each. If students miss items, they are automatically incorporated into later lessons.

Interaction

- Students choose answers from a multiple-choice format (see Figures 1 and 2). Choosing the letter of an answer is both faster and more like formats on standardized tests.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Synonyms I-II*
Antonyms I-II
Synonyms and Antonyms

Type the letter of the word that is a synonym
of the underlined word.
Worker is a synonym for employee.
No, try again. → a. wonderful
b. employee
c. demanding
d. busily
SHIFT - DATA to replot

Figure 1

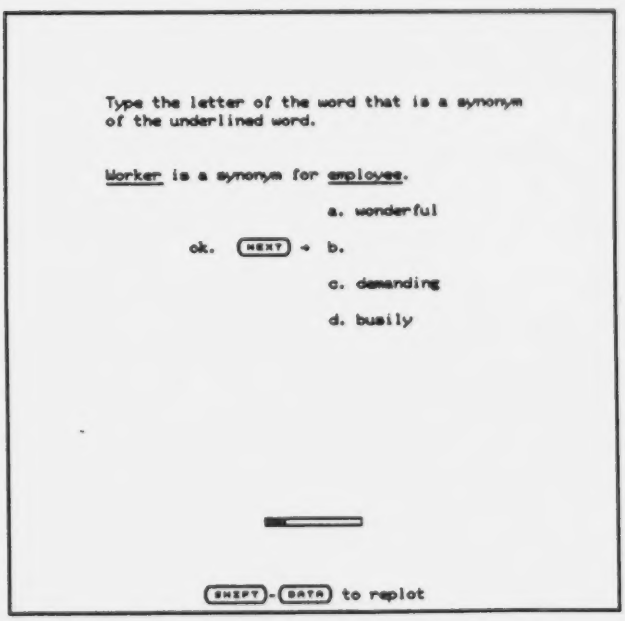
Type the letter of the word that is a synonym
of the underlined word.
Worker is a synonym for employee.
a. wonderful
ok. NEXT → b.
c. demanding
d. busily
SHIFT - DATA to replot

Figure 2

Lesson ***Wordstudy II***

File *voc*

Authors Martin A. Siegel
Ruth R. Becker
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J. Michael Felty

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Prerequisites Students may want to complete *Wordstudy I* before starting this lesson.

Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary through learning and using these new words and their related forms: *define*, *calculate*, *admire*, *substitute*, and *select*.
- To distinguish between nouns, verbs, and adjectives.

Description This is the second of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words.

To make the material easier for students to remember, noun and adjective forms are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

The terms *verb*, *noun*, and *adjective* are used.

For a more detailed description of this series, see *Wordstudy I*, pages 24 through 29.

Interaction The sequence of instruction for the *Wordstudy II* lessons is described below:

- Students are introduced to adjectives in a format designed to ensure their attention to how adjectives are derived from verbs (see Figure 1).
- Students review verb forms and meanings from *Wordstudy I* (see Figure 2).
- Students learn new verbs and their definitions and use them in sentences (see Figures 3 and 4).
- Students practice different verb endings (see Figure 5).

- Then, students learn about nouns and how they function in sentences (see Figures 6, 7, and 8).
- Next, students practice with noun (see Figures 9 and 10) and verb forms.
- Students define (see Figure 11 and 12) and use adjectives.

Intended Audience Adolescent and adult learners

Completion Time Self-paced. Students should expect to spend 20 to 30 minutes on each of the 10 parts within *Wordstudy II*, a total of several hours for completion.

Associated Lessons *Wordstudy I-VI*

Special Note Touch capability optional

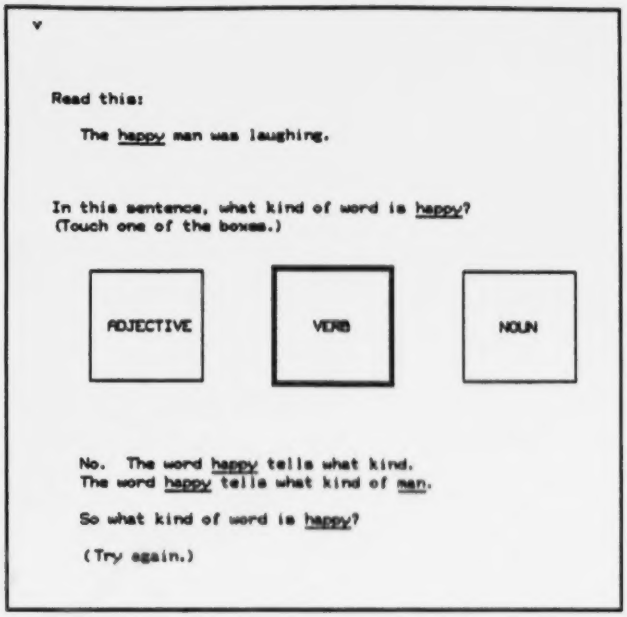
Read this:
The happy man was laughing.
In this sentence, what kind of word is happy?
(Touch one of the boxes.)
ADJECTIVE
VERB
NOUN
No. The word happy tells what kind.
The word happy tells what kind of man.
So what kind of word is happy?
(Try again.)

Figure 1

Choose the meaning of the VERB disrupt:
OK → a upset the order
b rule
c change
d make afraid
Heavy!
You remembered that disrupt means the same as upset the order.
NEXT

Figure 2

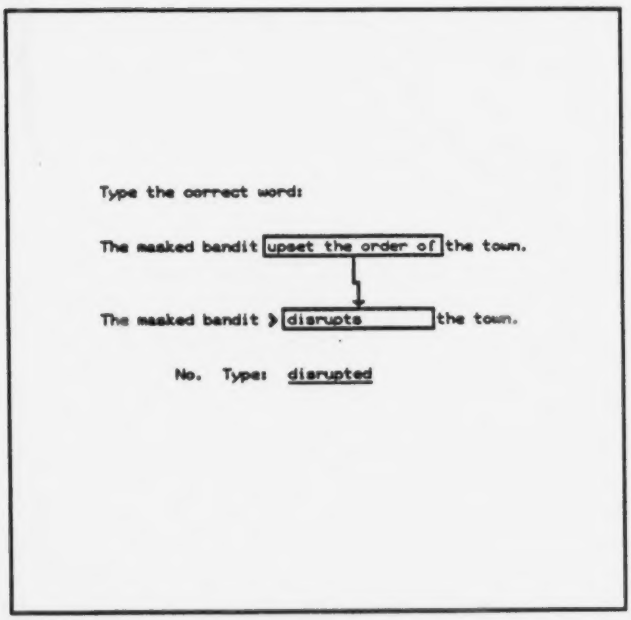
Type the correct word:
The masked bandit upset the order of the town.
The masked bandit disrupts the town.
No. Type: disrupted

Figure 3

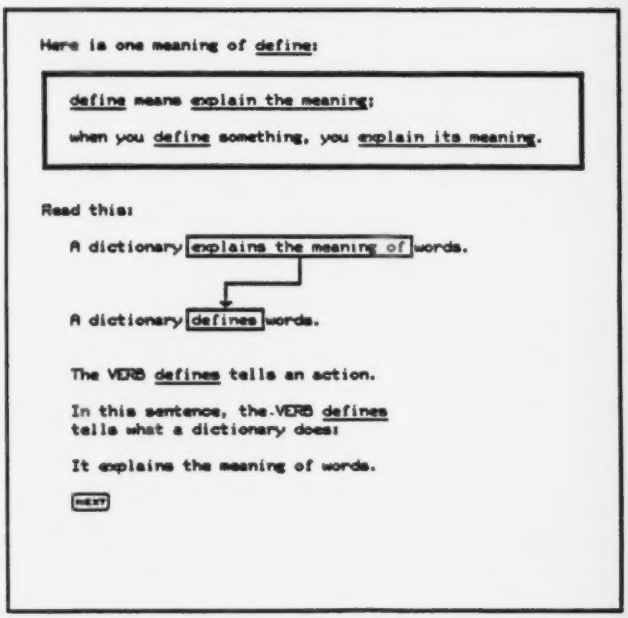
Here is one meaning of define:
define means explain the meaning:
when you define something, you explain its meaning.
Read this:
A dictionary explains the meaning of words.
A dictionary defines words.
The VERB defines tells an action.
In this sentence, the VERB defines
tells what a dictionary does:
It explains the meaning of words.
NEXT

Figure 4

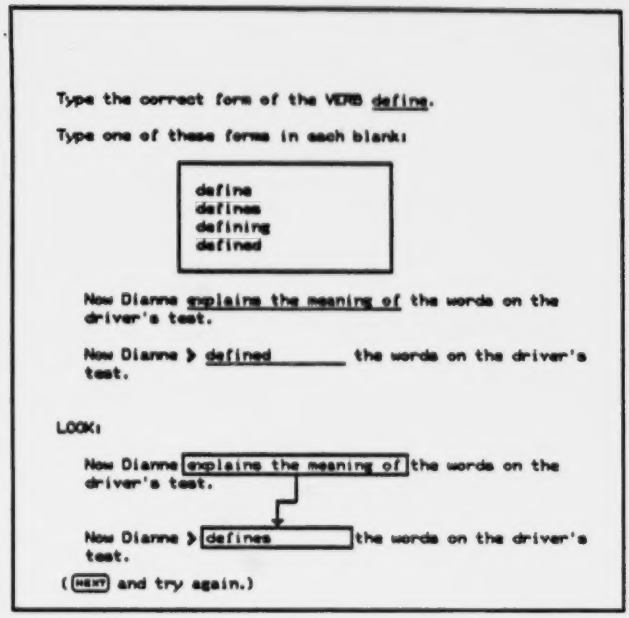
Type the correct form of the VERB define.
Type one of these forms in each blank:
define
defines
defining
defined
Now Dianne explains the meaning of the words on the driver's test.
Now Dianne ▶ defined the words on the driver's test.
LOOK:
Now Dianne explains the meaning of the words on the driver's test.
Now Dianne ▶ defines the words on the driver's test.
(NEXT and try again.)

Figure 5

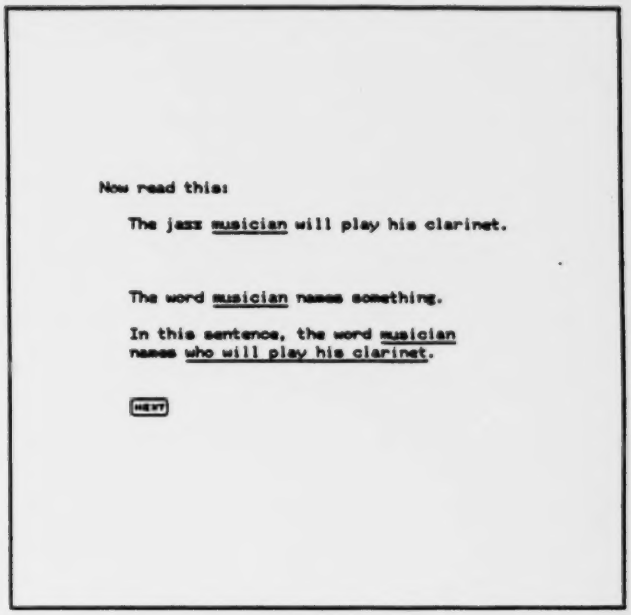
Now read this:
The jazz musician will play his clarinet.
The word musician names something.
In this sentence, the word musician names who will play his clarinet.
NEXT

Figure 6

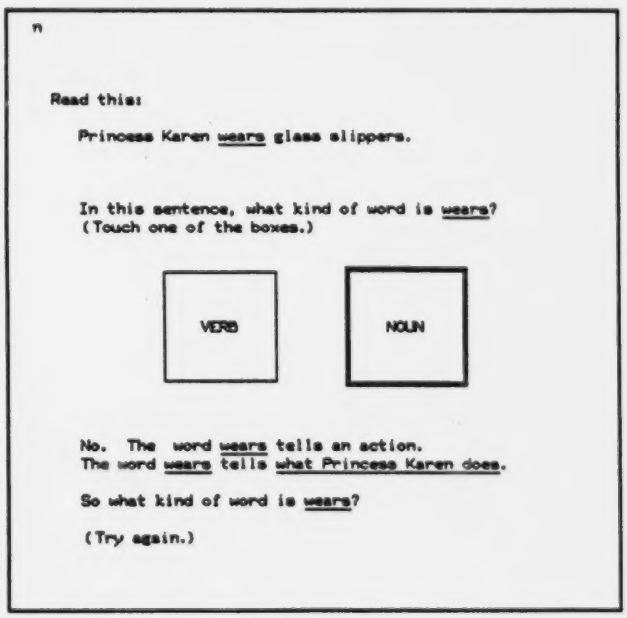
n
Read this:
Princess Karen wears glass slippers.
In this sentence, what kind of word is wears? (Touch one of the boxes.)
VERB
NOUN
No. The word wears tells an action. The word wears tells what Princess Karen does.
So what kind of word is wears?
(Try again.)

Figure 7

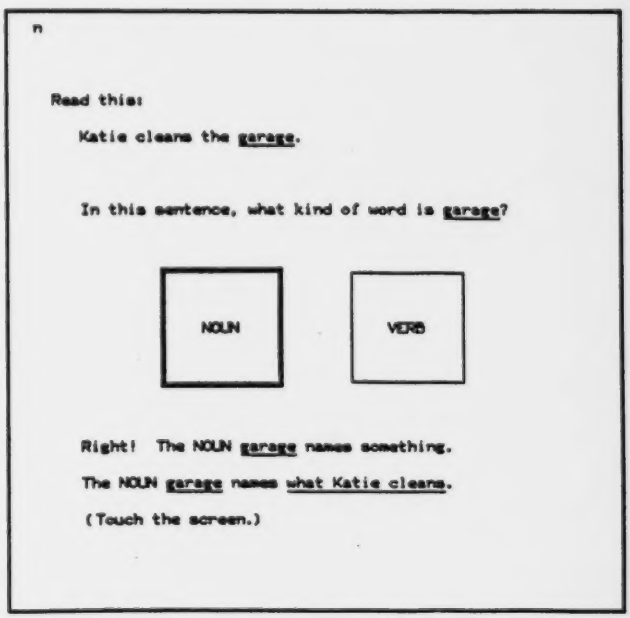

Figure 8

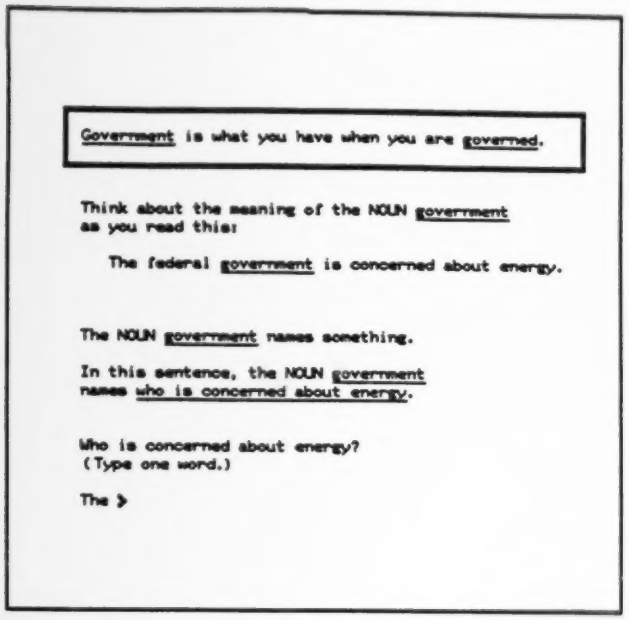
Government is what you have when you are governed.
Think about the meaning of the NOUN government as you read this:
The federal government is concerned about energy.
The NOUN government names something.
In this sentence, the NOUN government names who is concerned about energy.
Who is concerned about energy?
(Type one word.)
The

Figure 9

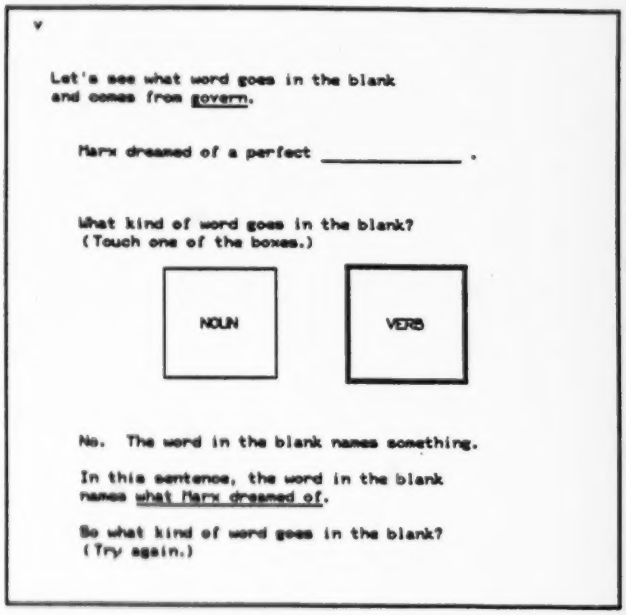
Let's see what word goes in the blank and comes from govern.
Marx dreamed of a perfect _____ .
What kind of word goes in the blank?
(Touch one of the boxes.)
NOUN
VERB
No. The word in the blank names something.
In this sentence, the word in the blank names what Marx dreamed of.
So what kind of word goes in the blank?
(Try again.)

Figure 10

Now read this:
Most Mexicans like ripe avocados.
The word ripe tells what kind of.
In this sentence, the word ripe tells what kind of avocados.
NEXT

Figure 11

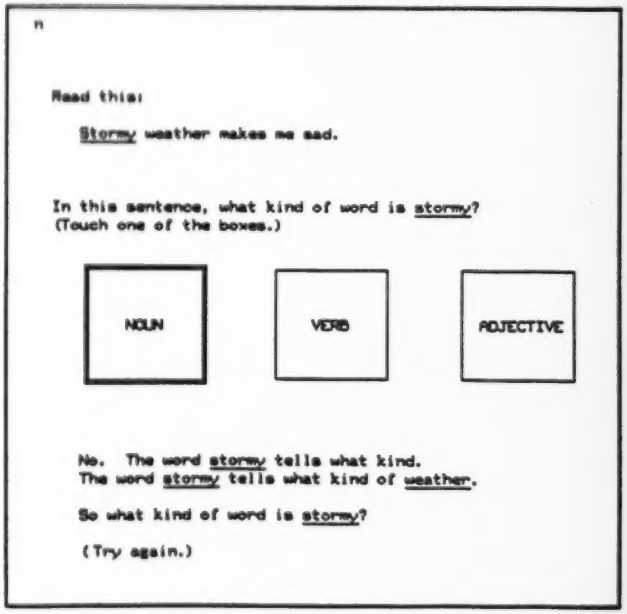
Read this:
Stormy weather makes me sad.
In this sentence, what kind of word is stormy?
(Touch one of the boxes.)
NOUN
VERB
ADJECTIVE
No. The word stormy tells what kind.
The word stormy tells what kind of weather.
So what kind of word is stormy?
(Try again.)

Figure 12

Unit 5

Overview

Objectives Students who master Unit 5 of the Basic Skills Language Arts Curriculum will learn to use specific irregular verbs, to improve their skills in subject-verb agreement, to choose synonyms for specific common words, and to increase their vocabulary. In particular, they will learn

- to use these irregular verbs: *ride*, *know*, and *blow*;
- to identify complete verbs as single words or as phrases in sentences;
- to choose synonyms for common words; and
- to increase their vocabulary through knowledge of these words and their derivatives: *indulge*, *connect*, *extinguish*, *construct*, *imagine*, and *invent*.

Lessons

- *Irregular Verbs IV*
- *Verb Recognition III*
- *Synonyms II*
- *Wordstudy III*

Lesson **Irregular Verbs IV**

File *iverbs4*

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Objectives

- To distinguish between and use correctly the singular and plural forms of these three irregular verbs: *ride*, *know*, and *blow*.
- To correctly use the past, present, and past perfect forms of these three irregular verbs: *ride*, *know*, and *blow*.

Description

This lesson teaches the use of the simple past and past participle forms of three irregular verbs: *ride*, *know*, and *blow*. Some questions involve knowledge of the root form of each verb. Emphasis is on discrimination between simple past and participle forms.

Teaching is by inductive example, and the words *verb* and *tense* are not used. The participle form is taught as the word used with *have*, *has*, or *had*; the other form is then remembered as the simple past. This lesson assumes that most usage problems can be corrected, if students remember which form of the verb goes with *have* and which form does not (see Figure 1).

The two most-missed items from previous *Irregular Verbs* sessions will be added to the review drill. If the student has not worked in *Irregular Verbs* before, then the two most-missed verbs by all students will be included.

Interaction

- Students enter this lesson in the review mode and are taken directly to the mixed review drill. If they make more than three errors on the same word family, they are taken to a practice drill on the forms of that particular word group.
- When students complete each teaching sequence, they are returned to the review drill exactly where it was interrupted.
- The review drills are multiple-choice (see Figure 2). The instruction segments require typing.
- Because the lesson teaches generalizations about how to use irregular verbs, variations of items are returned for review, so that students learn the principles behind correct usage.

- By pressing the HELP key, students call for a model of three sentences (see Figure 3) showing how to use each verb correctly. One of three models randomly appears. (This is not available during the review drill.)
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Irregular Verbs I-V*

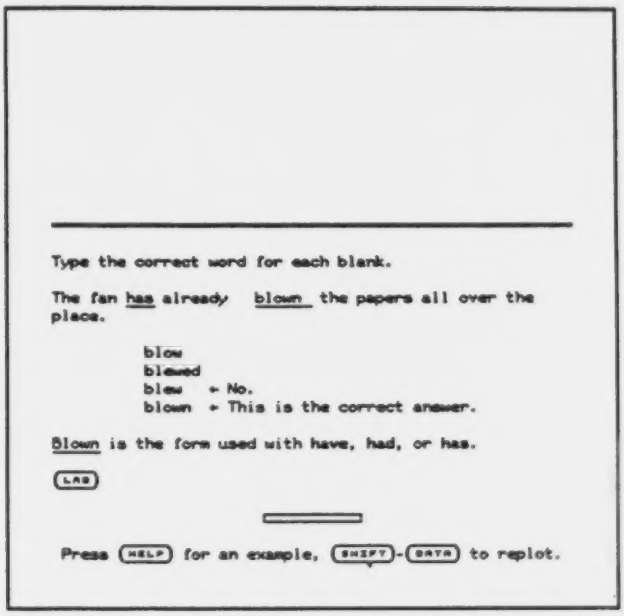
Type the correct word for each blank.
The fan has already blown the papers all over the place.
blow
bleawed
blew ← No.
blown ← This is the correct answer.
Blown is the form used with have, had, or has.
LAB
Press HELP for an example, SHIFT-DATA to replot.

Figure 1

Type the number of the correct word for each blank.
Yesterday Paul drove me insane.
1) drove ← This is the correct answer.
2) droved ← No. Droved is not a form of drive.
3) driven
4) drive
LAB
Press SHIFT-DATA to replot.

Figure 2

Look at the forms of blow used in these sentences:
The wolf will blow the house down.
The wolf blew the house down yesterday.
The wolf has blown the house down before.
Notice that blown is the form used with have, had, or has.
Type the correct word for each blank.
Will the policeman blow the whistle?
blow ← This is the correct answer.
bleawed
blew ← No.
blown
LAB
Press SHIFT-DATA to replot.

Figure 3

Lesson **Verb Recognition III**

File *verbs3*

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Prerequisites Students may wish to complete *Verb Recognition I* and *Verb Recognition II* before starting this lesson.

Objectives

- To recognize and mark complete verbs in sentences.
- To learn that complete verbs can be one word or several words.
- To learn that the words of a complete verb are sometimes separated by other words.

Description This four-part lesson is a continuation of *Verb Recognition I* and *Verb Recognition II*.

Students learn that a complete verb can consist of several words. Several models are given to illustrate that point. Students also learn that a complete verb may be separated by other words in a sentence.

A chart of 20 common helping verbs is given to help students learn to recognize multi-word verbs. (The term *helping verb*, however, is not used.)

Interaction

- The drill calls for students to underline the verbs in given sentences. Missed items offer hints based on the type of error made. The correct answer is given on the third try for any single item.
- Students must answer items correctly on their first response for the answer to be counted as correct.
- By pressing HELP during a drill, students may call up for their own review the chart listing 20 helping verbs (see Figures 1 and 2).
- In review drills, students choose answers from a multiple-choice format. Choosing the letter of an answer is both faster and more like formats on standardized tests.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Verb Recognition I-III*

Underline the complete verb.
Sometimes, a complete verb is just one word.
Have the packages arrived already?
The complete verb is made up of two words, including the one you underlined.
Press NEXT to try again or HELP for help.
NEXT to move → BACK to move ←
Press 'm' to mark ERASE to erase
LAB when you're done
SHIFT-DATA to replot

Figure 1

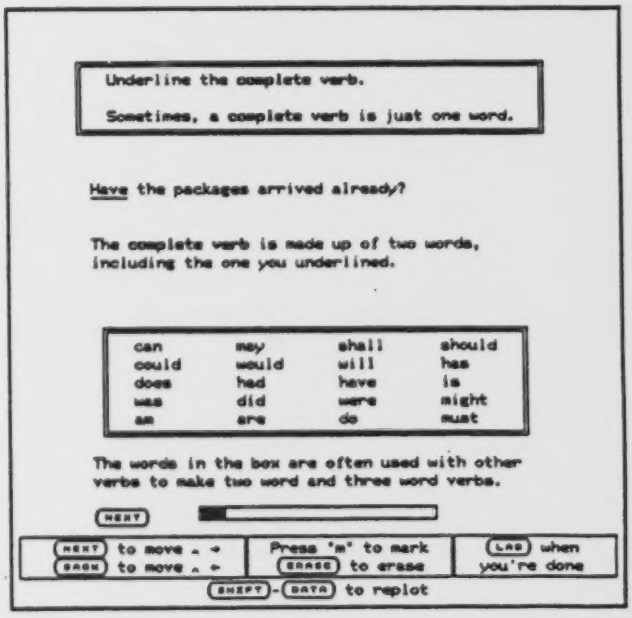
Underline the complete verb.
Sometimes, a complete verb is just one word.
Have the packages arrived already?
The complete verb is made up of two words, including the one you underlined.
can may shall should
could would will has
does had have is
was did were might
am are do must
The words in the box are often used with other verbs to make two word and three word verbs.
NEXT
NEXT to move → BACK to move ←
Press 'm' to mark ERASE to erase
LAB when you're done
SHIFT-DATA to replot

Figure 2

Lesson **Synonyms II**

File *synon2*

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J. Kurt Mahan
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Martin A. Siegel

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Prerequisites Students may wish to complete *Synonyms I* before starting this lesson.

Objective To practice using synonyms.

Description *Synonyms II* is the second in a series of five lessons on synonyms and antonyms. There are three sessions of eight items each. This lesson provides drill on 20 new pairs plus 16 review pairs.

Interaction

- Students choose answers from a multiple-choice format (see Figure 1).
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Synonyms I-II*
Antonyms I-II
Synonyms and Antonyms

Type the letter of the word that is a synonym
of the underlined word.
Arid is a synonym for)
a. magic
b. dry
c. acreage
d. against
SHIFT - DATA to replot

Figure 1

Lesson **Wordstudy III**

File *voc*

Authors Martin A. Siegel
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James A. Bowery
J. Michael Felty

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Prerequisites Students may want to complete lessons *Wordstudy I* and *Wordstudy II* before starting this lesson.

Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary through learning and using these new words and their related forms: *indulge, connect, extinguish, construct, imagine*, and *invent*. Students also review words from *Wordstudy I* and *Wordstudy II*.
- To distinguish between nouns, verbs, and adjectives.

Description This is the third of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words. This series introduces new words in their infinitive verb forms, and then shows how nouns and adjectives are derived from them. There is practice with all forms of the new words, and words from the previous *Wordstudy* lessons are included in the drills.

To make the material easier for students to remember, nouns and adjectives are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

For a more detailed description of this series, see *Wordstudy I*, pages 24 through 29.

Interaction The sequence of instruction for the *Wordstudy III* lessons is described below:

- Students review words from previous lessons (see Figure 1).
- New words are introduced and practiced (see Figure 2).
- Students practice using verb, noun, and adjective forms of all the words (see Figures 3 and 4).

Intended Audience Adolescent and adult learners

Completion Time Self-paced. Students should expect to spend 20 to 30 minutes on each of the 10 parts within *Wordstudy III*, a total of several hours for completion.

Associated Lessons *Wordstudy I-VI*

Special Note Touch capability optional

Figure 1

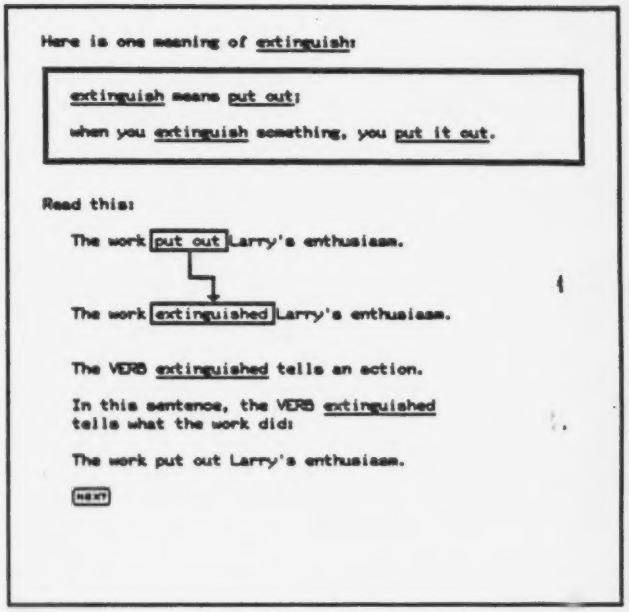
Here is one meaning of extinguish:
extinguish means put out;
when you extinguish something, you put it out.
Read this:
The work put out Larry's enthusiasm.
The work extinguished Larry's enthusiasm.
The VERB extinguished tells an action.
In this sentence, the VERB extinguished tells what the work did:
The work put out Larry's enthusiasm.
NEXT

Figure 2

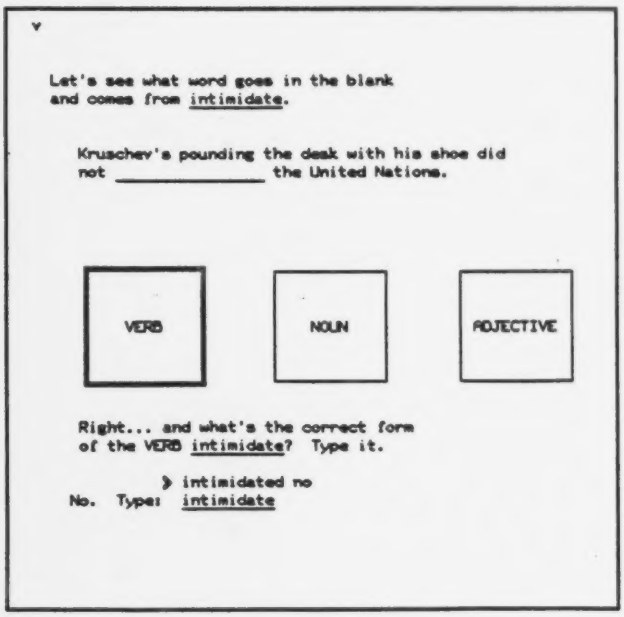
v
Let's see what word goes in the blank and comes from intimidate.
Kruschev's pounding the desk with his shoe did not _____ the United Nations.
VERB
NOUN
ADJECTIVE
Right... and what's the correct form of the VERB intimidate? Type it.
> intimidated no
No. Type: intimidate

Figure 3

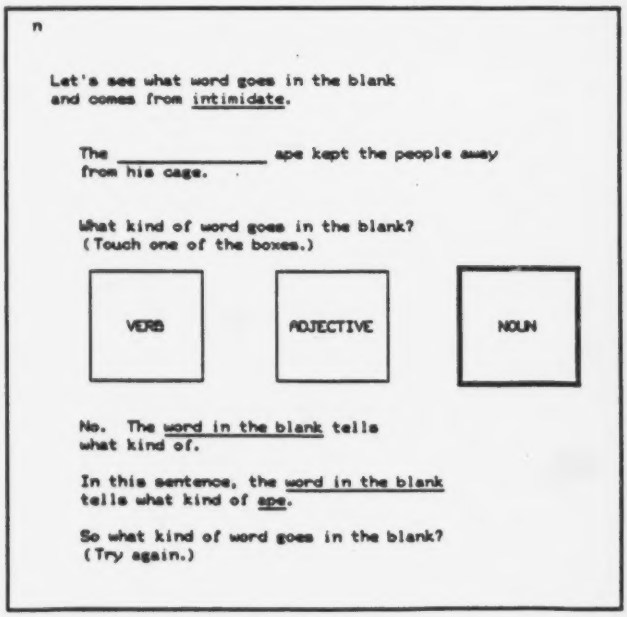
n
Let's see what word goes in the blank and comes from intimidate.
The _____ ape kept the people away from his cage.
What kind of word goes in the blank?
(Touch one of the boxes.)
VERB
ADJECTIVE
NOUN
No. The word in the blank tells what kind of.
In this sentence, the word in the blank tells what kind of ape.
So what kind of word goes in the blank?
(Try again.)

Figure 4

Unit 6

Overview

Objectives Students who master Unit 6 of the Basic Skills Language Arts Curriculum will learn to use specific irregular verbs, to use specific capitalization conventions, to understand the concept *antonym* and to learn to choose antonyms for specific common words, to improve their skills in subject-verb agreement, and to increase their vocabulary. In particular, they will learn

- to use these irregular verbs: *come, get*, and *break*;
- to know and use correctly the capitalization rules for *proper names* and *titles, words relating to countries*, the pronoun *I, street names, the first word in dialogue*, and *book and movie titles*;
- to choose antonyms for common words;
- to know and properly use the singular and plural forms of several verbs; and
- to increase their vocabulary through the addition of these words and their derivatives: *transmit, arbitrate, pollute*, and *connect*.

Lessons

- *Irregular Verbs V*
- *Capitalization II*
- *Antonyms I*
- *Subject-Verb Agreement III*
- *Wordstudy IV*

Lesson **Irregular Verbs V**

File *iverbs5*

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Objectives

- To distinguish between and use correctly the singular and plural forms of these three irregular verbs: *come*, *get*, and *break*.
- To correctly use the past, present, and past perfect forms of these three irregular verbs: *come*, *get*, and *break*.

Description This lesson teaches the use of the simple past and past participle forms of three irregular verbs: *come*, *get*, and *break*. Some questions involve knowledge of the root form of each verb. Emphasis is on discrimination between simple past and participle forms (see Figure 1).

Teaching is by inductive example, and the words *verb* and *tense* are not used. The participle form is taught as the word used with *have*, *has*, or *had*; the other form is then remembered as the simple past. This lesson assumes that most usage problems can be corrected, if students remember which form of the verb goes with *have* and which form does not.

The two most-missed items from previous *Irregular Verbs* sessions will be added to the review drill. If the student has not worked in *Irregular Verbs* before, then the two most-missed verbs by all students will be included.

Interaction

- Students enter this lesson in the review mode and are taken directly to the mixed review drill. If they make more than three errors on the same word family, they are taken to a practice drill on the forms of that particular word group.
- When students complete each teaching sequence, they are returned to the review drill exactly where it was interrupted.
- The review drills are multiple-choice. The instruction segments require typing.
- Because the lesson teaches generalizations about how to use irregular verbs, variations of items are returned for review, so that students learn the principles behind correct usage.

- By pressing the HELP key, students call for a model of three sentences (see Figure 2) showing how to use each verb correctly. One of three models randomly appears. (This is not available during the review drill.)
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Irregular Verbs I-V*

Type the correct word for each blank.
Horatio has already ❯ got ___ his papers from the doctor.
get
got
gotten
Press HELP for an example, SHIFT-DATA to replot.

Figure 1

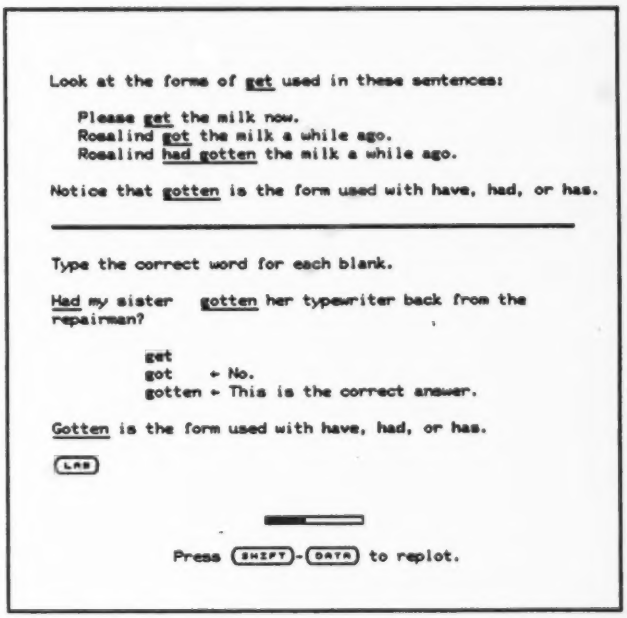
Look at the forms of get used in these sentences:
Please get the milk now.
Rosalind got the milk a while ago.
Rosalind had gotten the milk a while ago.
Notice that gotten is the form used with have, had, or has.
Type the correct word for each blank.
Had my sister gotten her typewriter back from the repairman?
get
got ← No.
gotten ← This is the correct answer.
Gotten is the form used with have, had, or has.
LAB
Press SHIFT-DATA to replot.

Figure 2

Lesson **Capitalization II**

File *capstwo*

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Prerequisites Students may wish to complete *Capitalization I* before starting this lesson.

Objectives

- To learn correct capitalization conventions for *people* and their *titles*:
  Maria Smith
  Dr. Edward Jones
- To capitalize *words related to countries*:
  American
  Spanish
- To capitalize the pronoun *I*.
- To capitalize the *names of streets*:
  Goodwin Avenue
  Harbor Court
- To capitalize the *first word in a quotation in dialogue*:
  They replied, "Can you catch a fish with that hook and line?"
- To capitalize *book titles*:
  The Sun Also Rises
  Darkness at Noon
- To capitalize the *titles of movies*:
  Dream Team
  Bambi

Description This lesson is the second in a series of lessons on rules and practice for capitalization. The student should finish *Capitalization I* first, as some of the rules from that lesson are reviewed in these drills.

Interaction

- Students are given a brief tutorial on capitalization (see Figure 1).
- Students proofread sentences and correct errors.

- Students mark errors in sentences by using the NEXT key to choose words to capitalize, marking words by pressing *c*, and then pressing LAB to have their answers judged. Pressing *c* will toggle a capital letter off as well as on.
- Feedback for missed items will vary according to the type of mistake (see Figures 2 through 5). Students are allowed two tries before being led to the correct answer.
- In the consolidation drill at the end, all of the rules are reviewed. Sentences to be corrected each contain between zero and three errors.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Capitalization I-III*

Figure 1

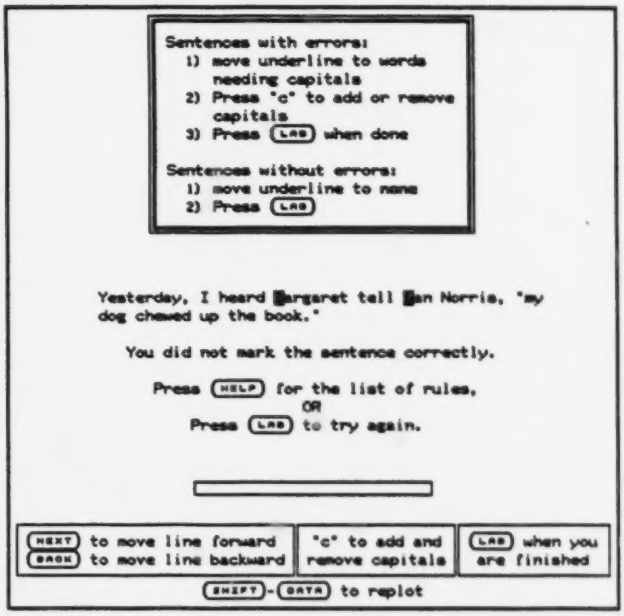
Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
Yesterday, I heard argaret tell an Norris, "my dog chewed up the book."
You did not mark the sentence correctly.
Press HELP for the list of rules,
OR
Press LAB to try again.
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 2

Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
ok ok
Yesterday, I heard argaret tell an Norris, "my dog chewed up the book."
These words are correctly marked.
LAB
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 3

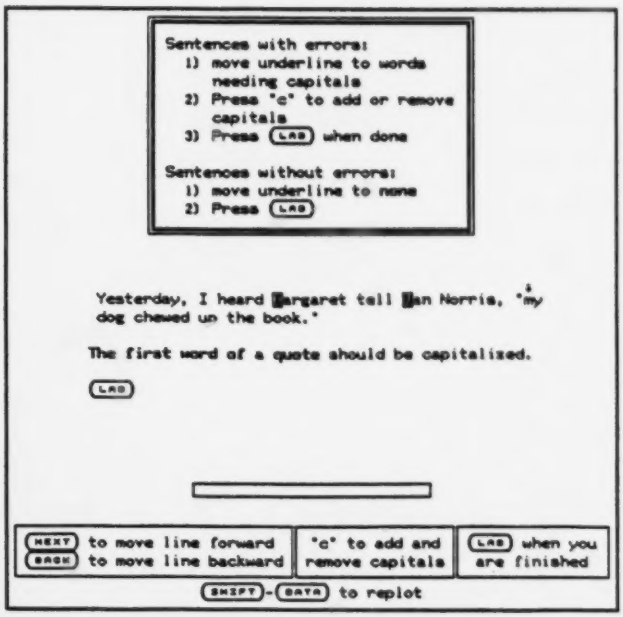
Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
Yesterday, I heard argaret tell an Norris, "my dog chewed up the book."
The first word of a quote should be capitalized.
LAB
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 4

Sentences with errors:
1) move underline to words needing capitals
2) Press "c" to add or remove capitals
3) Press LAB when done
Sentences without errors:
1) move underline to none
2) Press LAB
Yesterday, I heard argaret tell an Norris, "My dog chewed up the book."
This is the correct answer.
LAB
NEXT to move line forward
BACK to move line backward
"c" to add and remove capitals
LAB when you are finished
SHIFT-DATA to replot

Figure 5

Lesson **Antonyms I**

File *anton1*

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Prerequisites Students may wish to complete *Synonyms I* and *Synonyms II* before starting this lesson.

Objective To practice using antonyms.

Description *Antonyms I* is the third of five lessons on synonyms and antonyms.

There are four sessions of eight items each. Missed items are incorporated into later sessions.

Interaction

- Students choose answers from a multiple-choice format (see Figure 1).
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Synonyms I-II*
Antonyms I-II
Synonyms and Antonyms

What is the opposite of pretty?
ok. NEXT →
a. ugly
b. bargain
c. examine
d. beautiful
Ugly and pretty are antonyms.
SHIFT-DATA to replot

Figure 1

Lesson **Subject-Verb Agreement III**

File *svagree3*

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Prerequisites Students should complete *Subject-Verb Agreement I* and *Subject-Verb Agreement II* before starting this lesson.

Objectives

- To reinforce recognition and use of singular and plural forms of verbs.
- To reinforce understanding that *he*, *she*, and *it* take one form of the verb, and that *we* and *they* take another.

Description Instructions for working in this lesson are given in *Subject-Verb Agreement I.*

This five-part lesson teaches pronoun/verb number agreement through pronoun substitution drills and fill-in-the-blank exercises on subject/verb agreement (see Figures 1 and 2).

Interaction

- Students begin by choosing the correct pronoun to substitute for the given noun or noun phrase (e.g., *My cat and I* may be replaced by *We*).
- Students then choose the correct verb form to go with the noun or noun phrase given in the sentence (e.g., *A rich woman own/owns that store*).
- Students progress to choosing the correct verb to go with nouns accompanied by phrases (e.g., *My brother, as well as his friends, play/plays baseball*).
- Two drill sets of mixed items, similar to the ones practiced in the first three sections, follow.
- All sections must be completed for lesson credit.
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Subject-Verb Agreement I-III*

Figure 1

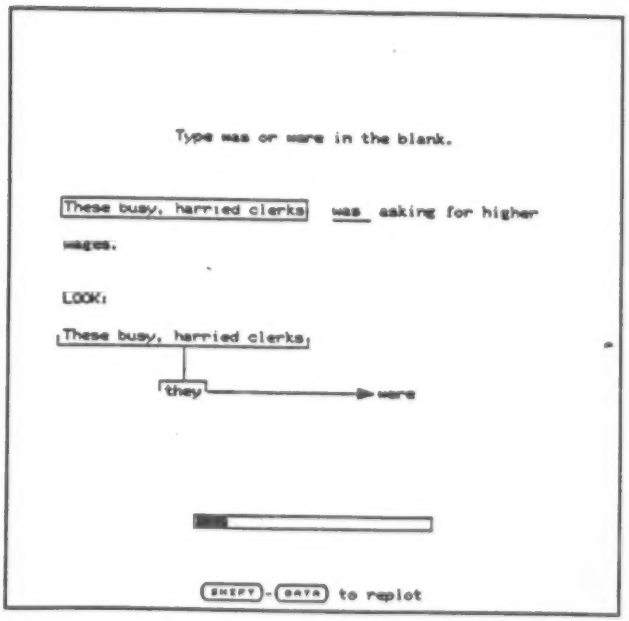

Figure 2

Lesson **Wordstudy IV**

File *voc*

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Elaine C. Bruner
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Prerequisites Students may want to complete the *Wordstudy I-III* lessons before starting this lesson.

Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary through learning and using these new words: *transmit, arbitrate, pollute*, and *connect*.
- To distinguish between nouns, verbs, and adjectives.

Description This is the fourth of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words. This series introduces new words in their infinitive verb forms, and then shows how nouns and adjectives are derived from them. There is practice with all forms of the new words, and words from the previous *Wordstudy* lessons are included in the drills.

To make the material easier for students to remember, nouns and adjectives are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

For a more detailed description of this series, see *Wordstudy I*, pages 24 through 29.

Interaction The sequence of instruction for the *Wordstudy IV* lessons is described below:

- Students identify and review several noun, verb, and adjective forms of vocabulary words from previous lessons (see Figure 1).
- Students practice using nouns and verbs in sentences (see Figures 2 and 3).
- Students review adjective, verb, and noun forms (see Figures 4 and 5).
- New words are introduced and practiced.
- Students practice with more verb forms from the current and from previous *Wordstudy* lessons (see Figure 6).

Intended Audience Adolescent and adult learners

Completion Time Self-paced. Students should expect to spend 20 to 30 minutes in each of the 10 parts within *Wordstudy IV*, a total of several hours for completion.

Associated Lessons *Wordstudy I-VI*

Special Note Touch capability optional

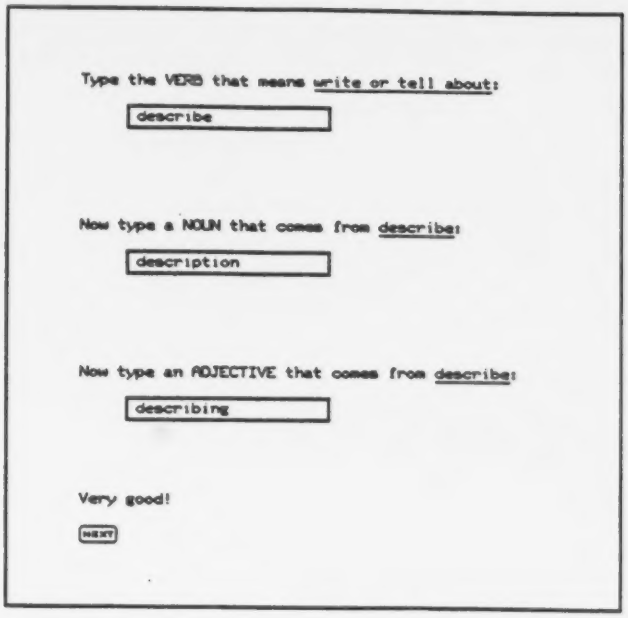

Figure 1

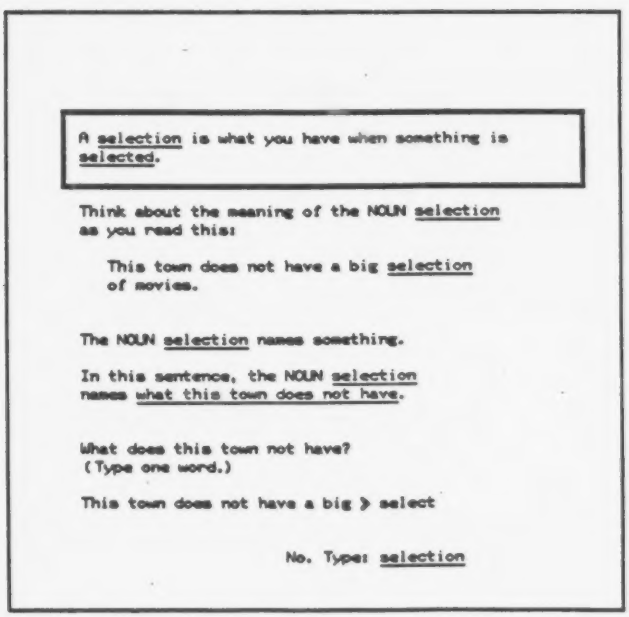
A selection is what you have when something is selected.
Think about the meaning of the NOUN selection as you read this:
This town does not have a big selection of movies.
The NOUN selection names something.
In this sentence, the NOUN selection names what this town does not have.
What does this town not have?
(Type one word.)
This town does not have a big > select
No. Type: selection

Figure 2

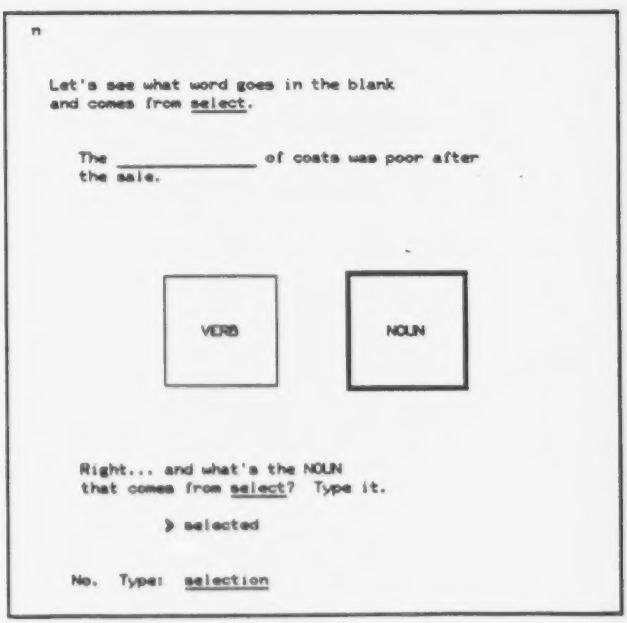
n
Let's see what word goes in the blank and comes from select.
The _____ of coats was poor after the sale.
VERB
NOUN
Right... and what's the NOUN that comes from select? Type it.
> selected
No. Type: selection

Figure 3

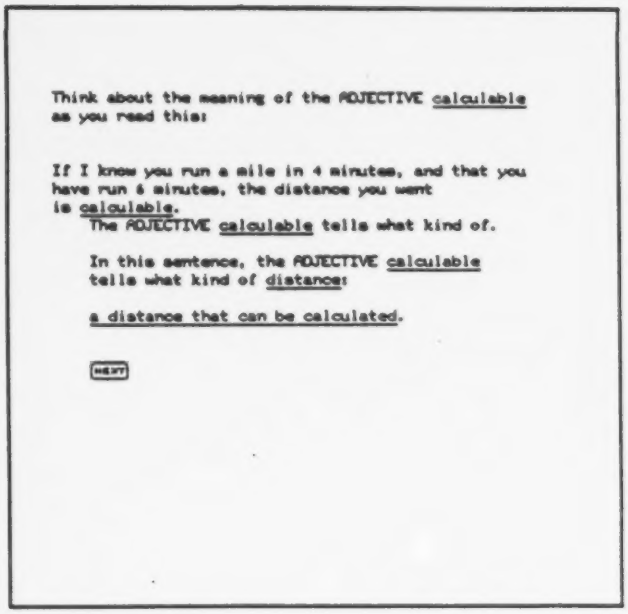
Think about the meaning of the ADJECTIVE calculable as you read this:
If I know you run a mile in 4 minutes, and that you have run 6 minutes, the distance you went is calculable.
The ADJECTIVE calculable tells what kind of.
In this sentence, the ADJECTIVE calculable tells what kind of distance:
a distance that can be calculated.
NEXT

Figure 4

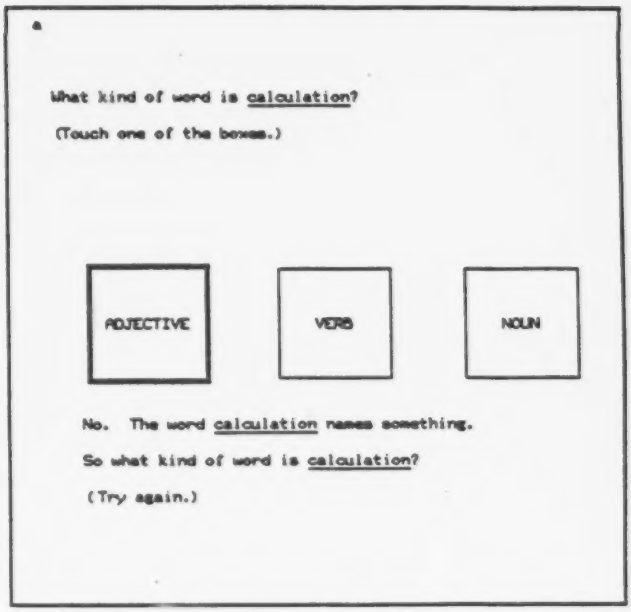

Figure 5

Type the correct form of the VERB imagine:
My brother is imagines that he is a bird when he jumps out of the tree.
No. Type: imagining

Figure 6

Unit 7

Overview

Objectives Students who master Unit 7 of the Basic Skills will learn to proofread better, to choose antonyms for specific common words, to recognize direct objects in simple sentences, and to increase their vocabulary. In particular, they will learn

- to use these marks of punctuation in paragraphs: *periods, apostrophes, quotation marks, question marks, exclamation points*, and *commas*;
- to choose antonyms for common words;
- to identify direct objects in simple sentences; and
- to increase their vocabulary through the addition of these words and their derivatives: *instruct, compensate, agree, detect, nourish*, and *identify*.

Lessons

- *Paragraph Proofreading*
- *Antonyms II*
- *Direct Objects*
- *Wordstudy V*

Lesson **Paragraph Proofreading**

File *prof1*

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Objectives

- To practice proofreading for correct punctuation.
- To check use of these marks of punctuation in paragraphs: *periods, apostrophes, quotation marks, question marks, exclamation points*, and *commas*.

Description This lesson provides four different paragraphs for proofreading. Students have an opportunity to review the use of the six different marks of punctuation.

Students must work line-by-line to decide if there are any errors in the line, what mark of punctuation is missing, and where that mark of punctuation should go.

Interaction

- Students mark errors by using the NEXT key to move an arrow to point to where punctuation is needed. They then press LAB to have their answers judged.
- When students ask for HELP, they are given a choice of which punctuation mark they want help with. Then, they are shown the rules for that mark.
- There is immediate feedback at each decision point (see Figures 1, 2, and 3).
- Students begin with a score of 100 points. If they do not make any errors in the entire passage, they will have a final score of 100 points. If they do make errors, points are taken away. (Scores below 0 are not shown.)
- Students must achieve a score of at least 90 points on at least one passage to receive credit for the lesson.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Check this paragraph for punctuation errors
1 'Why do onions make you
2 cry when you chop them'
3 asked my sister Katy this
4 morning. Her best friend answered
5 'I dont know.' My Uncle
6 Glen, however always knows everything.
7 He quickly replied 'Onions contain
8 an oil that has sulfur
9 in it When you cut
10 an onion some of the
11 oil sprays up into your
12 face and eyes Your eyes
13 blink and produce tears in
14 an effort to dilute the
15 oil and wash it away.
Is there a punctuation error in line 2? > yes
Score: 97
SHIFT-DATA to replot

Figure 1

Check this paragraph for punctuation errors
1 'Why do onions make you
2 cry when you chop them'
3 asked my sister Katy this
4 morning. Her best friend answered
5 'I dont know.' My Uncle
6 Glen, however always knows everything.
7 He quickly replied 'Onions contain
8 an oil that has sulfur
9 in it When you cut
10 an onion some of the
11 oil sprays up into your
12 face and eyes Your eyes
13 blink and produce tears in
14 an effort to dilute the
15 oil and wash it away.
The missing punctuation is >
a. (.) a period
b. (') an apostrophe
c. (") a quotation mark
d. (?) a question mark
e. (!) an exclamation point
f. (,) a comma
No. Apostrophes are used in contractions and to show ownership.
Try again. LAB
HELP is available
Score: 97
SHIFT-DATA to replot

Figure 2

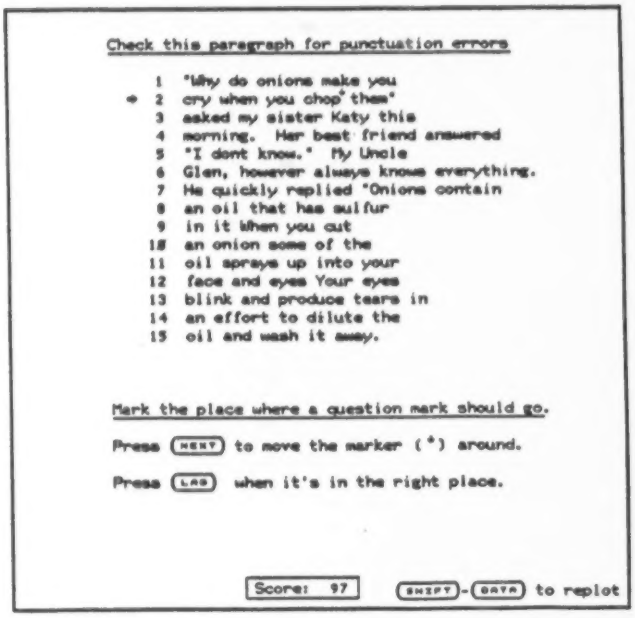
Check this paragraph for punctuation errors
1 'Why do onions make you
2 cry when you chop' them'
3 asked my sister Katy this
4 morning. Her best friend answered
5 'I dont know.' My Uncle
6 Glen, however always knows everything.
7 He quickly replied 'Onions contain
8 an oil that has sulfur
9 in it When you cut
10 an onion some of the
11 oil sprays up into your
12 face and eyes Your eyes
13 blink and produce tears in
14 an effort to dilute the
15 oil and wash it away.
Mark the place where a question mark should go.
Press NEXT to move the marker (*) around.
Press LAB when it's in the right place.
Score: 97
SHIFT-DATA to replot

Figure 3

Lesson **Antonyms II**

File *anton2*

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Prerequisites Students may wish to complete *Antonyms I* before starting this lesson.

Objectives
- To practice using antonyms.

Description *Antonyms II* is the fourth in a series of five lessons on synonyms and antonyms. This lesson provides drill on pairs of opposites.

Interaction
- Students choose answers from a multiple-choice format (see Figure 1).
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons
Synonyms I-II
Antonyms I-II
Synonyms and Antonyms

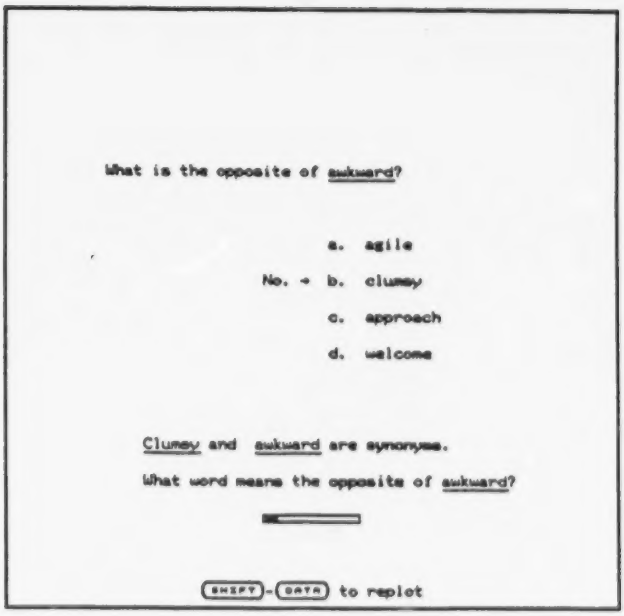
What is the opposite of awkward?
a. agile
No. → b. clumsy
c. approach
d. welcome
Clumsy and awkward are synonyms.
What word means the opposite of awkward?
SHIFT - DATA to replot

Figure 1

Lesson **Direct Objects**

File *directo1*

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Objective To recognize direct objects in simple sentences.

Description This lesson teaches recognition of direct objects through a combination of models and sentence drills (see Figure 1). If one kind of sentence gives students trouble, that pattern is repeated in similar but not identical forms until it is mastered.

Interaction

- Initially, students choose answers from a multiple-choice format (see Figure 2).
- Later, students underline the direct object (see Figure 3).
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

In this lesson, you are going to learn about a part of some sentences called the direct object.
Look at the illustration below:
Here is a sentence that tells what happened:
The child kicked the ball into the air.
subject
verb
direct object
The direct object in this sentence is the ball.
We could say that the direct object receives the action of the verb.
NEXT
SHIFT - DATA to replot

Figure 1

Press the letter of the phrase that is the direct object of the sentence.
The student couldn't find France on the map.
The student couldn't find what on the map?
a. France
No. → b. The student
c. on the map
LAB
SHIFT - DATA to replot

Figure 2

Underline the direct object.
Martha is painting her house soon.
That is part of the direct object.
Underline all the words that answer this question:
Martha is painting what soon?
NEXT
NEXT to move ↓ →
BACK to move ↑ ←
Press "m" to mark
ERASE to erase
LAB when you're done
SHIFT - DATA to replot

Figure 3

Lesson **Wordstudy V**

File *voc*

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Elaine C. Bruner
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J. Michael Felty

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Prerequisites Students may wish to complete the *Wordstudy I-IV* lessons before starting this lesson.

Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary through learning and using these new words and their related forms: *instruct, compensate, agree, detect, nourish*, and *identify*.
- To distinguish between nouns, verbs, and adjectives.

Description This is the fifth of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words. This series introduces new words in their infinitive verb forms, and then shows how nouns and adjectives are derived from them. There is practice with all forms of the new words, and words from the previous *Wordstudy* lessons are included in the drills.

To make the material easier for students to remember, nouns and adjectives are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

For a more detailed description of this series, see *Wordstudy I*, pages 24 through 29.

Interaction The sequence of instruction for the *Wordstudy V* lessons is described below:

- Students are introduced to new words and definitions (see Figure 1).
- Students learn the noun and adjective derivatives from the verb form (see Figure 2).
- Then, students are asked to select the meaning of the verb in a multiple-choice drill (see Figure 3).
- Students practice using various forms of words from this lesson and from previous *Wordstudy* lessons (see Figure 4).

Intended Audience Adolescent and adult learners

Completion Time Self-paced. Students should expect to spend 20 to 30 minutes in each of the 10 parts within *Wordstudy V*, a total of several hours for completion.

Associated Lessons *Wordstudy I-VI*

Special Note Touch capability optional

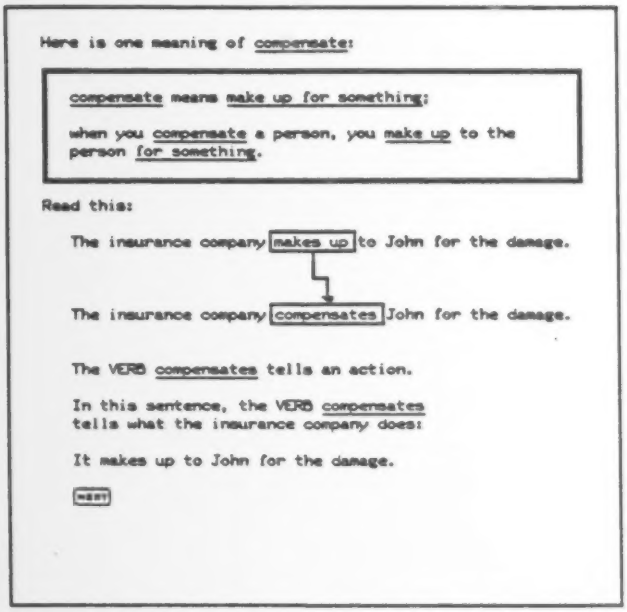
Here is one meaning of compensate:
compensate means make up for something:
when you compensate a person, you make up to the person for something.
Read this:
The insurance company makes up to John for the damage.
The insurance company compensates John for the damage.
The VERB compensates tells an action.
In this sentence, the VERB compensates tells what the insurance company does:
It makes up to John for the damage.
NEXT

Figure 1

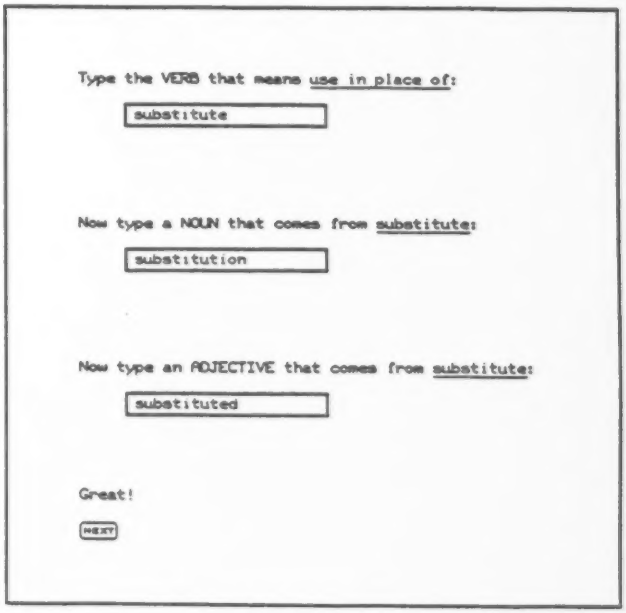

Figure 2

Choose the meaning of the VERB compensate:
a think the same way
b make for the first time
NO → c make a picture in your mind
d make up for something
When you compensate a person, you make up to the person for something.
NEXT

Figure 3

Type the ADJECTIVE that comes from the underlined word:
An indulged grandmother is a grandmother who indulges.
No. Type: indulgent

Figure 4

Unit 8

Overview

Objectives Students who master Unit 8 of the Basic Skills Language Arts Curriculum will reinforce their mastery of the correct use of specific capitalization conventions, distinguish among words that are commonly confused in spelling and meaning, learn the singular and plural possessives of specific words, refine their concepts of *synonyms* and *antonyms*, and increase their vocabulary. In particular, they will be able

- to consolidate mastery of capitalization conventions presented in Units 3 and 6 (lessons *Capitalization I* and *Capitalization II*);
- to define and use correctly 37 pairs and triples of words that are often confused, such as *two/to/too, accept/except*, and *import/export*;
- to form the singular and the plural possessives of words that end in *s* and of words that do not end in *s*;
- to choose synonyms and antonyms for common words; and
- to increase their vocabulary through the addition of these words and their derivatives: *amplify, violate, discriminate, emit*, and *observe*.

Lessons

- *Capitalization III*
- *Words Commonly Confused*
- *Possessives*
- *Synonyms and Antonyms*
- *Wordstudy VI*

Lesson **Capitalization III**

File *capsiii*

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Prerequisites Students may wish to complete *Capitalization I* and *Capitalization II* before they begin this lesson.

Objective To help students consolidate the rules presented in *Capitalization I* and *Capitalization II*.

Description This lesson is to be used as a consolidation drill after students have successfully completed *Capitalization I* and *Capitalization II*.

Capitalization III presents extensive drill in correcting capitalization errors. Students must find and correct errors in full paragraphs (see Figure 1).

Interaction

- Students can choose one of six passages to proofread.
- Students answer a series of questions, line by line, telling whether there is an error on that line or not, and if so, identifying and fixing the error.
- Students are judged at each decision point and, if necessary, guided to the correct answer.
- Students begin with a score of 100 points. If they do not make any errors in the entire passage, they will have 100 points as their final score. If they do make errors, points are taken away. (Scores below 0 are not shown.)
- Students must complete two of the six passages with at least 90 points to receive credit for the lesson.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Capitalization I-III*

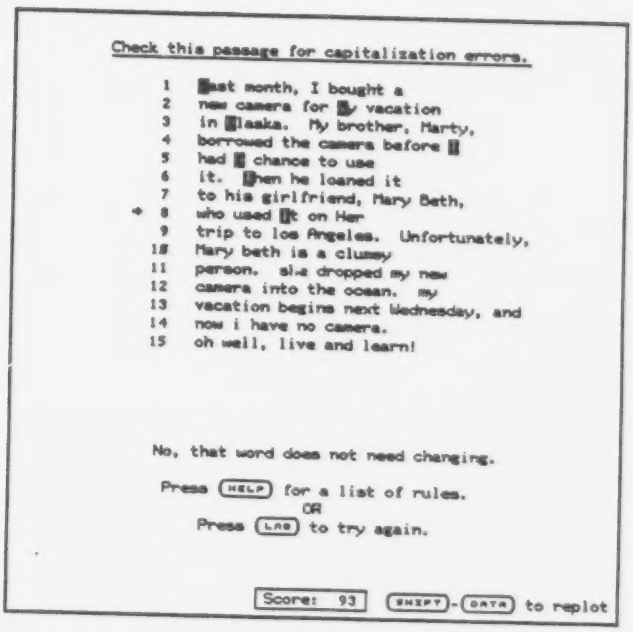
Check this passage for capitalization errors.
1 ast month, I bought a
2 new camera for y vacation
3 in laska. My brother, Marty,
4 borrowed the camera before
5 had chance to use
6 it. hen he loaned it
7 to his girlfriend, Mary Beth,
8 who used t on Her
9 trip to los Angeles. Unfortunately,
10 Mary beth is a clumsy
11 person. she dropped my new
12 camera into the ocean. my
13 vacation begins next Wednesday, and
14 now i have no camera.
15 oh well, live and learn!
No, that word does not need changing.
Press HELP for a list of rules.
OR
Press LAB to try again.
Score: 93
SHIFT-DATA to replot

Figure 1

Lesson **Words Commonly Confused**

File *nconfuse*

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Objective To use commonly confused words correctly.

Description A wide variety of words is covered, ranging from confusions between simple pairs of homonyms (its/it's) to difficult sets of confusing verbs (raise/rise, lay/lie).

Interaction

- Students type answers to questions from a set of choices. Typing words helps students remember them.
- The first session contains seven word pairs. The other six sessions contain five new word pairs plus two pairs from among the most-missed items in previous sessions, for a total of 37 pairs.
- If a word is misused, students are given a brief definition of the word pairs to review (see Figures 1 and 2).
- If students do not capitalize the first word of a sentence, they are given credit for choosing the right word, but reminded that they should capitalize the first word of a sentence.
- If students type an unanticipated response, they are prompted to type one of the target words (see Figure 3).
- If students miss an item, similar items recur at increasing intervals to ensure that students master each concept.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

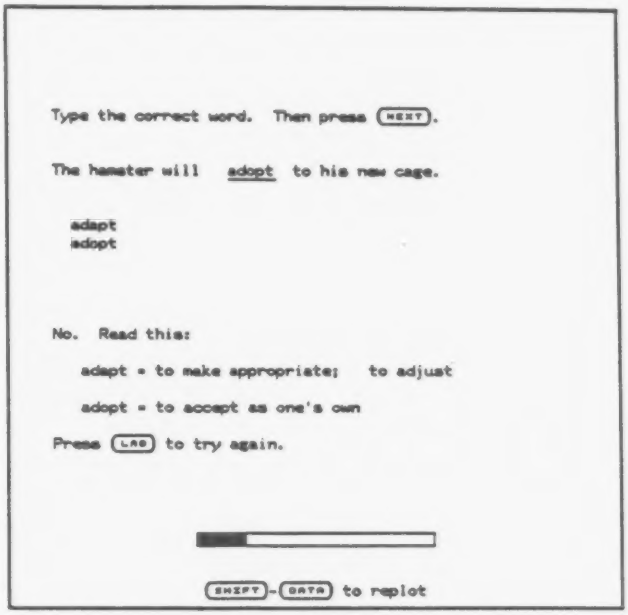
Type the correct word. Then press NEXT.
The hamster will adopt to his new cage.
adapt
adopt
No. Read this:
adapt = to make appropriate; to adjust
adopt = to accept as one's own
Press LAB to try again.
SHIFT-DATA to replot

Figure 1

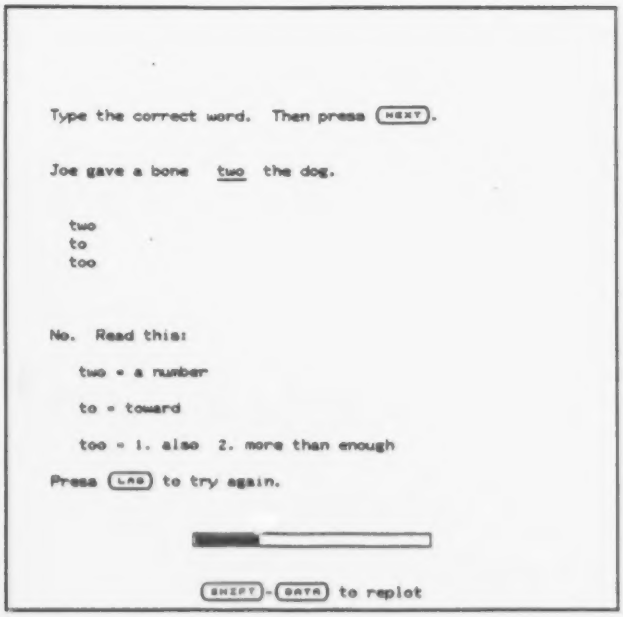

Figure 2

Type the correct word. Then press NEXT.
The tow children are identical twins.
two
to
too
Please type "two" or "to" or "too". Press NEXT.
SHIFT-DATA to replot

Figure 3

Lesson **Possessives**

File *possess*

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Objectives

- To teach students to form singular and plural possessives with words that do not end in *s*.
- To teach students to form singular and plural possessives with words that do end in *s*.

Description This two-part lesson explains the rules for generating both singular and plural possessive forms for words that end in *s* and for words that end in letters other than *s*.

Interaction

- Students see a sentence with a word needing an apostrophe to show possession.
- Students see a sentence with a word needing an apostrophe to show possession.
- They identify which word needs an apostrophe (or indicate that none is needed). (See Figure 1.)
- Then, they type the word with the apostrophe located correctly (see Figure 2).
- If students make a mistake at any of the choice points, they are immediately guided toward the correct line of thinking (see Figures 3 and 4). Feedback varies according to the answer given.
- If students miss an item, it will recur at increasing intervals.
- A progress bar at the bottom of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Last night both girls snowballs hit their mark. none
1 2 3 4 5 6 7 8 9
Type the number of the word that needs an apostrophe.
SHIFT-DATA to replot

Figure 1

Last night both girls snowballs hit their mark. none
1 2 3 4 5 6 7 8 9
Type the number of the word that needs an apostrophe.
4 ok
Type "girls" to show possession.
SHIFT-DATA to replot

Figure 2

Both barons crowns were made in Hong Kong. none
1 2 3 4 5 6 7 8 9
Type the number of the word that needs an apostrophe.
2 ok
Type "barons" to show possession.
baron's
RULE 1: If the "owner" does NOT end in s, add 's to indicate possession.
RULE 2: If the "owner" DOES end in s, add only ' to indicate possession.
LAB
SHIFT-DATA to replot

Figure 3

The deers antlers were ready for sale. none
1 2 3 4 5 6 7 8
Type the number of the word that needs an apostrophe.
Does anyone own anything? (y/n) yes
Who?
SHIFT-DATA to replot

Figure 4

Lesson **Synonyms and Antonyms**

File *synant*

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Prerequisites: Students may wish to complete these lessons before starting this lesson: *Synonyms I*, *Synonyms II*, *Antonyms I*, and *Antonyms II*.

Objective To give students practice in identifying synonyms and antonyms.

Description This is the fifth in a series of lessons on synonyms and antonyms. In this three-part lesson, students must decide if given pairs of words are antonyms, synonyms, or unrelated items.

Interaction

- The lesson begins by reviewing what synonyms and antonyms are.
- Items are presented in sets of three pairs on a grid. All three pairs must be correctly labeled before the set is retired (see Figure 1).
- Students use multiple-choice strategies to mark each pair as antonyms, synonyms, or not related. The NEXT key moves an arrow to the next box for each response. Students press LAB to have their answers judged. Feedback appears on the screen immediately.
- If students miss an item, it will recur at increasing intervals to ensure that students master each concept.
- A progress bar at the top of each page lets students know how much of each drill they have completed.

Intended Audience Adolescent and adult learners

Completion Time 30 minutes (self-paced)

Associated Lessons *Synonyms I-II*
Antonyms I-II
Synonyms and Antonyms

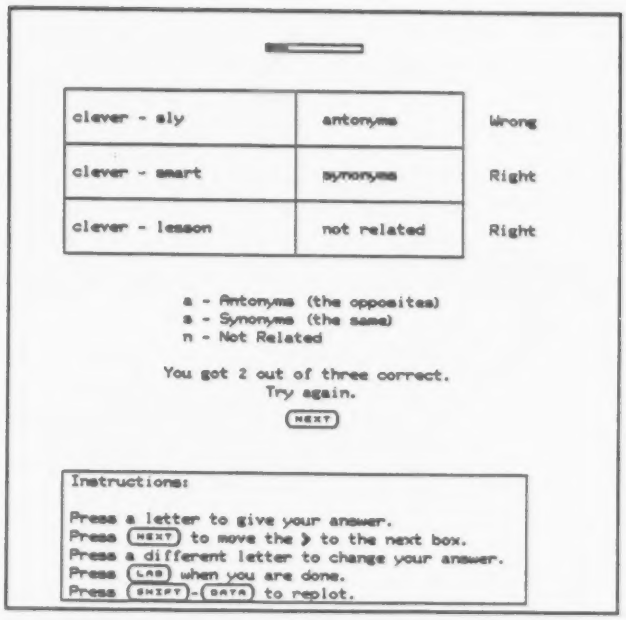
clever - sly
antonyms
Wrong
clever - smart
synonyms
Right
clever - lesson
not related
Right
a - Antonyms (the opposites)
s - Synonyms (the same)
n - Not Related
You got 2 out of three correct.
Try again.
NEXT
Instructions:
Press a letter to give your answer.
Press NEXT to move the) to the next box.
Press a different letter to change your answer.
Press LAB when you are done.
Press SHIFT-DATA to replot.

Figure 1

Lesson **Wordstudy VI**

File *voc*

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Prerequisites Students may want to complete the *Wordstudy I-V* lessons before starting this lesson.

Objectives

- To help students master the 11 clusters of verb-to-noun formation patterns in English.
- To increase vocabulary by learning and using these new words and their related forms: *amplify, violate, discriminate, emit*, and *observe*.
- To distinguish between nouns, verbs, and adjectives.

Description This is the last of six sets of vocabulary lessons. Each set consists of 10 lessons that introduce, define, and give extended practice with specially chosen vocabulary words. This series introduces new words in their infinitive verb forms, and then shows how nouns and adjectives are derived from them. There is practice with all forms of the new words, and words from the previous *Wordstudy* lessons are included in the drills.

To make the material easier for students to remember, nouns and adjectives are defined in terms of the verb. For example, *select* means *choose*; when people select something, they choose it. The noun, *selection*, is then defined in terms of the verb: something that is selected.

For a more detailed description of this series, see *Wordstudy I*, pages 24 through 29.

Interaction The sequence of instruction for the *Wordstudy VI* lessons is described below:

- Students are introduced to new words and their definitions (see Figure 1).
- Students review words from previous lessons (see Figure 2).
- Students practice distinguishing between noun and verb forms and using them in sentences (see Figure 3).
- Students practice distinguishing among nouns, verbs, and adjectives (see Figures 4, 5, and 6).

Intended Audience Adolescent and adult learners

Completion Time Self-paced. Students should expect to spend 20 to 30 minutes on each of the 10 parts within *Wordstudy VI*, a total of several hours for completion.

Associated Lessons *Wordstudy I-VI*

Special Note Touch capability optional

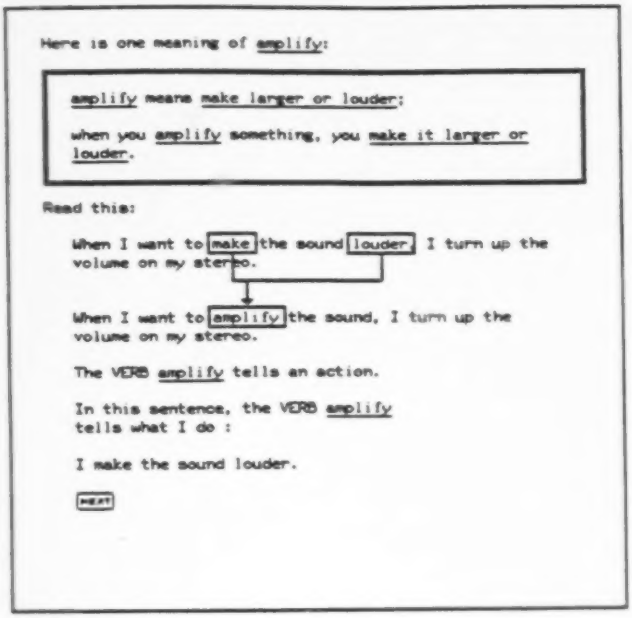
Here is one meaning of amplify:
amplify means make larger or louder;
when you amplify something, you make it larger or louder.
Read this:
When I want to make the sound louder, I turn up the volume on my stereo.
When I want to amplify the sound, I turn up the volume on my stereo.
The VERB amplify tells an action.
In this sentence, the VERB amplify tells what I do :
I make the sound louder.
NEXT

Figure 1

Figure 2

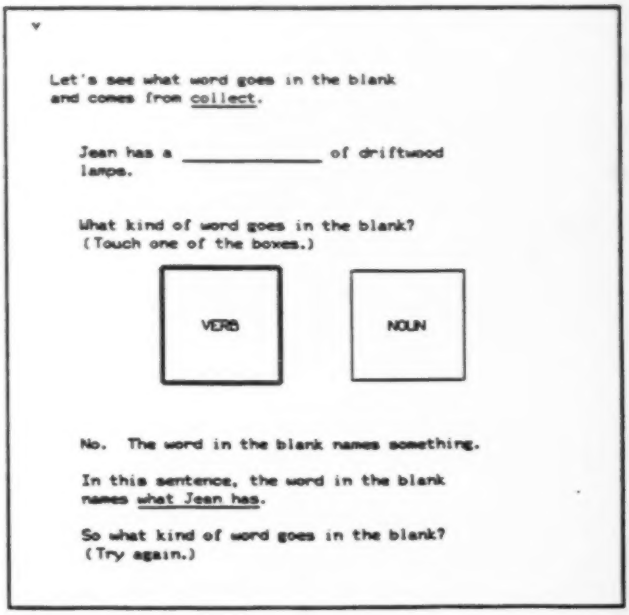
Let's see what word goes in the blank and comes from collect.
Jean has a _____ of driftwood lamps.
What kind of word goes in the blank? (Touch one of the boxes.)
VERB
NOUN
No. The word in the blank names something.
In this sentence, the word in the blank names what Jean has.
So what kind of word goes in the blank? (Try again.)

Figure 3

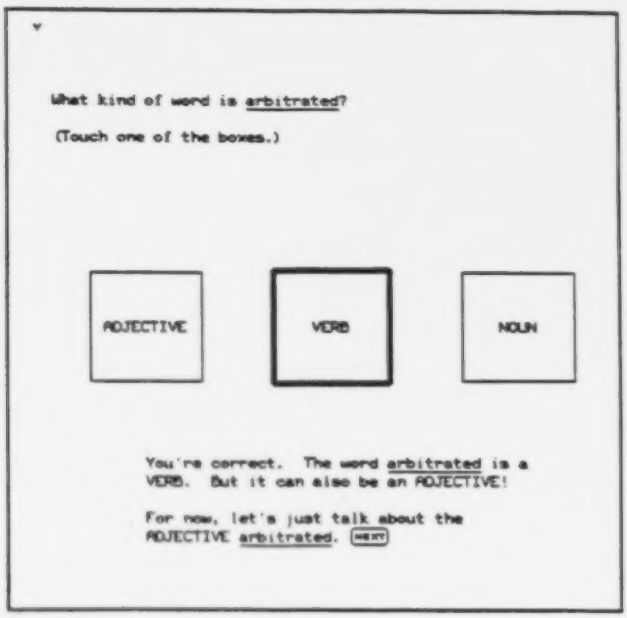
What kind of word is arbitrated?
(Touch one of the boxes.)
ADJECTIVE
VERB
NOUN
You're correct. The word arbitrated is a VERB. But it can also be an ADJECTIVE!
For now, let's just talk about the ADJECTIVE arbitrated.
NEXT

Figure 4

Think about the meaning of the ADJECTIVE arbitrated as you read this:
The arbitrated agreement was reached with the help of a lawyer.
The ADJECTIVE arbitrated tells what kind of.
In this sentence, the ADJECTIVE arbitrated tells what kind of agreement:
an agreement that is settled on.
NEXT

Figure 5

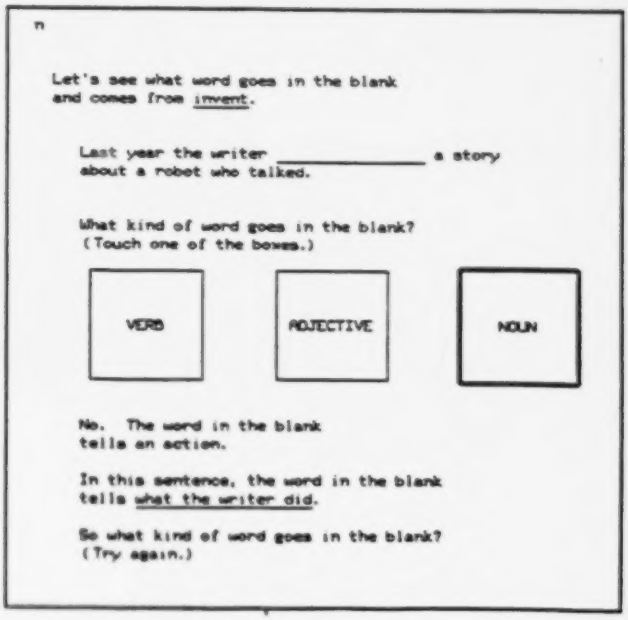
Let's see what word goes in the blank and comes from invent.
Last year the writer _____ a story about a robot who talked.
What kind of word goes in the blank?
(Touch one of the boxes.)
VERB
ADJECTIVE
NOUN
No. The word in the blank tells an action.
In this sentence, the word in the blank tells what the writer did.
So what kind of word goes in the blank?
(Try again.)

Figure 6

APPENDIX A

Alphabetical List of Files

Used in

Instructor's Guide
to the
CCA Basic Skills Language Arts Curriculum

File Name	Page Number
anton1	61
anton2	72
capsiii	80
capstwo	58
caps1	20
commas	6
conts	11
directo1	74
iverbs1	2
iverbs2	18
iverbs3	31
iverbs4	45
iverbs5	56
nconfuse	82
negative	13
possess	84
procase	33
prof1	70
subjects	4
svagree1	8
svagree2	22
svagree3	63
synant	86
synon1	37
synon2	50
verbs1	15
verbs2	35
verbs3	48
voc	24, 39, 52, 65, 76, 88